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1936

Brigham Young University Quarterly

Vol. XXIII February 1, 1936 No. III

BRIGHAM YOUNG UNIVERSITY

SUMMER SCHOOL

1936

FIRST TERM

June 15 -- July 24

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ALPINE TERM

July 27 -- August 29

Entered June 14, 1905, at Provo, Utah, as second class matter under Act of Congress of July 16, 1904.

Accepted for mailing at special rate of postage provided for in Section 1703, Act of October 3, 1917, Authorized July 30, 1918.

BRIGHAM YOUNG UNIVERSITY
QUARTERLY

Summer School Announcement

1936

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ALPINE TERM

July 27 -- August 29

(Alpine Term meets six days a week)

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Published by the
BRIGHAM YOUNG UNIVERSITY
PROVO, UTAH

Calendar

1936

SUMMER QUARTER

June 15—Registration

June 16—Class Work of the First Term Begins

July 24—First Term Ends

July 25—Annual Hike to Mt. Timpanogos

July 27—Alpine Term Begins

Aug. 29—Alpine Term Ends

Administrative Officers

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HUGH M. WOODWARD, Dean of Summer Session

A. C. LAMBERT, Acting Dean of Summer Session, Acting Dean of the Graduate School

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LLOYD L. CULLIMORE, Medical Director

GOLDEN L. WOOLF, Principal of the University High School

EDGAR M. JENSEN, Director of the Training Schools

ANNA OLLORTON, Librarian

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Professor of Educational Administration
Acting Dean of Summer Session
Acting Dean of Graduate School

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Acting Dean of College of Education

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Professor of English Literature

* On Leave

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Dean of College of Arts and Sciences

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Director of Training Schools

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Assistant Professor of Religious Education

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Dean of Women

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Assistant Professor of Chemistry

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Instructor in English
Dean of Women Alpine Term

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Instructor in Secondary Training School

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Instructor in Music

MARGARET SWENSON, B.S.
Instructor in Home Economcis

EDNA SNOW, M.S.
Instructor in Botany

OA LLOYD
Instructor in Office Practice

C. LYNN HAYWARD, M.S.
Instructor in Zoology

ALINE C. SMITH, B.S.
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Instructor in Home Economics

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Instructor in Economics

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Instructor in Geology

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Instructor in Piano

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FLORA FISHER
Instructor in Elementary Training School

GLADYS KOTTER, M.S.
Instructor in Elementary Training School

HANNAH C. PACKARD
Special Instructor in Vocal Music

GEORGE W. FITZROY
Special Instructor in Piano

JOHN R. HALLIDAY, A.B.
Instructor in Music

JAY J. KEELER
Instructor in Organ

DONALD OLSEN
Instructor in Violin

VISITING INSTRUCTORS AND SPECIAL LECTURERS

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Superintendent of the Salt Lake City Public Schools

HAZEL M. CUSHING, Ph.D.
Specialist in Child Development and Parent Education

T. LYNN SMITH, Ph.D.
Professor of Rural Sociology, University of Louisiana

J. O. ELLSWORTH, Ph.D.
Head of the Department of Agricultural Economics and Farm Management, and Professor of Economics, Texas Technological College

EDWARD DAVIDSON, Ph.D.
Literary Critic, Poet and Lecturer

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Director of Character Research, Professor of Philosophy and Psychology, The University of Southern California

VICTOR BOHET, Ph.D.
Professor of English, University of Liege, Belgium
Former Dean of the University of Liege

EUGENE L. ROBERTS, M.S.
Associate Professor of Physical Education,
University of Southern California

R. C. HEIDLOFF, B.S.
Assistant Professor of Physical Education,
University of Virginia

J. C. MOFFITT, M.S.
Principal of The Provo City High School

JACK RHEINHARD
Professional Dancing Instructor, Los Angeles, California

HENRY NEUMAN, Ph.D.
Brooklyn Society for Ethical Culture

General Information

Brigham Young University is organized into the following colleges and divisions:

College of Education
College of Arts and Sciences
College of Commerce
College of Applied Science
College of Fine Arts
Extension Division
Research Division
Graduate School

There are thirty-four regular Departments of Instruction. An Elementary Training School and a Secondary Training School are also maintained in connection with the College of Education. The University Library contains more than 93,000 volumes and 50,000 pamphlets and bulletins. Twenty-one special collections add strength to the general library. During the Summer Session the Library is open from 7:30 A. M. until 9 P. M. Numerous special scientific and art collections together with the museum enrich the special equipment of the University.

During the first term there will be three exhibitions of art brought to the summer school as a special enrichment feature.

THE SUMMER SESSIONS

One of the distinctive service features of the Brigham Young University summer session is the fact that practically all members of the regular faculty are available during the summer. It is an unusual opportunity for the summer student to have the first-hand services

of the well trained deans, heads of departments, major professors and specialists in the numerous regular fields of university study. The summer sessions constitute a fourth quarter of high grade university instruction. The unusual strength in the summer faculty greatly aids students who are completing course requirements and department majors and minors; it also aids students who are pursuing studies for advanced degrees.

The addition of visiting specialists in various fields enriches the program and makes the summer session an outstanding quarter of the university year.

ACCOMMODATIONS

The people of Provo have shown great educational patriotism in providing for the comfort and convenience of students. If patrons will make their wants known in advance, delays in getting properly located will be avoided. The price of accommodations at private homes varies as at hotels and rooming houses, the rate depending upon what the student wants and is willing to pay.

ALPINE SUMMER SCHOOL

During the summer of 1922 Brigham Young University established an Alpine Summer School at the base of Mt. Timpanogos. The school is located well up in the Alpine region, in a beautiful aspen grove, at an elevation of 6,800 feet.

The first session was an experiment, but the region proved to be such a good laboratory for research in biology, and nature work, that the Alpine Summer School was made a permanent institution. The curriculum now includes the natural sciences, fine arts, sociology, English, economics, history and education.

In addition to many short hikes connected with the Alpine Term, two outstanding trips are featured. They

are the annual Botany-Geology hike up Mt. Timpanogos and the annual trip to Mirror Lake in the Grand-daddy Lakes region,

Dormitories are provided for both men and women. The women are under the direct supervision of the Dean of Women. Meals are served in the dining hall, and a central reading room and social center is provided. All students are expected to observe a few definite rules which make for the comfort, convenience and enjoyment of the group.

Transportation, Provo to Aspen Grove—

The University will furnish transportation, including baggage, up and back, to students who board with the institution. Extra trips on week-ends, etc., are paid for by the students. Trucks will leave the University for Aspen Grove, Friday, July 24 and Sunday, July 25, Baggage going under the above arrangements must be delivered to the University and checked under an arrangemnt similar to that used by railroads.

Board and Lodging—

The University operates a dining hall and dormitories at Aspen Grove for men and women. Board and room for the entire term is $38.50.

Students in attendance less than the entire term will be charged $10.00 a week for board and room. Registered students may occupy their cots during the Timpanogos Hike without cost. The regular school accommodations are effective beginning with supper, Sunday evening, July 25.

In the dormitories, a cot and mattress are furnished, but all additional items, such as pillows, blankets, towels, soap, etc., must be furnished by the student.

Married persons with families may, by permission of the President, be given camping privileges. Camping

sites to such will be assigned by Professor H. R. Clark. Those who camp are advised to provide themselves with adequate camping equipment. Groceries, etc., may be purchased from the University Commissary.

Laundry, Mail, etc.—

Students may mail their laundry home, or it may be sent to a Provo laundry through the school. Mail for the students should be addressed to Alpine Summer School, Brigham Young University, Provo, Utah.

THE UNIVERSITY ASSEMBLY

Each Monday, Wednesday and Friday at 11:30 A. M. during the school year of four quarters a university assembly is held. During this period musicals, lyceums, lectures, faculty programs and student-body programs are presented. This activity is one of the richest offerings of the University. Students of the University all over the world comment upon the rich experiences provided in this unique activity of Brigham Young University. During the summer this general assembly is continued and is enriched with special musical activity and with lectures by visiting instructors and other outstanding lecturers.

OPPORTUNITIES FOR RECREATION

Brigham Young University summer school, situated as it is in the midst of Utah's scenic wonderland, offers an unusual attraction for those who wish to take advantage of this type of recreation. Fishing, camping, boating, and the presence of mountain trails and paved highways that lead to the very heart of Utah's wonderland all combine to make B. Y. U. summer recreation the really recreative kind.

Following is the 1936 summer session recreation calendar:

Thursday, June 18	**Annual Get - Acquainted Social**—Women's Gym. Decidedly informal. Summer school students and their friends are invited as guests of the institution.
Friday, June 19	**Moonlight Hike to Maple Flat.** Hikers will meet at the foot of the "Y" trail, 8th North and 12th East, at 11:30 P. M. It takes about one hour of slow hiking to reach the "Y." From here the party will proceed to Maple Flat, where a most wonderful scenic attraction awaits them at the break of dawn. Bring along an extra blanket and a sweater; the nights are cool.
Friday, June 26	**Dancing**—Women's Gym. All students and their friends are cordially invited to attend the dance, as guests of the summer school.
Saturday, June 27	**Annual Trip to Columbia Steel Mills and Pacific States Cast Iron Pipe Plant.** This trip is a highly educational opportunity to observe the processes of steel and pipe making.
Thursday, July 2	**A trip to Yellowstone Park will be sponsored this week-end.**

Saturday, July 11	**Trip to Timpanogos Cave and Plunge in Schneider Hot Pots at Midway.**
Friday, July 17	**Recreation and Leadership Class Trips to Salt Lake City to visit recreational centers.**
Friday, July 24	**Annual Timpanogos Hike Program and Bonfire Celebrating Silver Anniversary of the Hike.—** Theatre of the Pines, Aspen Grove.
Saturday, July 25	**Twenty-fifth Annual Timpanogos Hike.** A pilgrimage to the brow of Old Timpanogos. Each person reaching the summit on this day will be officially inducted into full membership in the "1936 Timpanogos Summit Club," and will be presented with the official Summit Club badge.

Note: Throughout the summer there will be a wide opportunity for student participation in various intramural sport activity for both men and women, including volley-ball for men in Men's Gym, Tuesday and Thursday, 4:30 P. M., and softball on upper campus, Monday and Wednesday, 4:30 P. M.

SPECIAL SUMMER CONFERENCE ON ELEMENTARY EDUCATION

A special service for elementary school teachers and parents will be provided this summer in the form of a conference on elementary education. The Utah State Department of Education will conduct this conference at Brigham Young University during the week of June 22 to 26 inclusive.

The theme of the conference is "The Improvement of Elementary Education in Our Times." The plan permits both regular students of the summer school and those who come for the conference only to participate together during the week. Most morning sessions of the conference will be integral with certain regular courses of instruction in which special adaptations will be made for the conference week. Special panels and group sessions for the conference mmbers will be held each afternoon under a program planned cooperatively by the Utah State Department of Education and the faculty of Brigham Young University. On some days the afternoon sessions will be departmentalized but on other days one session only for all participants will be held. The late afternoons and evenings will be left free for recreation features and for such group meetings as may be initiated and desired by the conference members themselves. Certain recreational events will be featured during this week's activities.

Those who register for this Conference only can earn two hours of credit by participating a given number of hours and by doing a certain amount of collateral reading. Regular summer students will be admitted to all regular sessions of the Conference without fee. Persons who register for the Conference without credit pay a fee of $1.50 which admits them to all sessions and to the use of the University library; persons who register for two hours credit pay a fee of $5.00.

Formal registration for this conference will occur in the office of the Dean of the Summer School Monday, June 22 from 7:30 to 10:30 A. M. and from 4:30 to 6:30 P. M. Advance registration can be made also by mail.

A detailed program of the conference will be available at the time of registration, and an advance copy may be secured by mail from the Dean of the Summer School.

Students who wish credit will register for Education 66s or 166s.

THE GRADUATE SCHOOL

The Summer Session offers an especially good opportunity for graduate students to pursue their studies and to make progress on theses. Deans, heads of departments, major professors and other members of the regular University faculty are available during the summer session to guide students in the formulation of graduate programs and to assist in their proper completion. An especial effort is made in the summer to assist graduate students who teach during the regular year to select and refine problems appropriate for thesis work and to devise suitable procedures for the solution of these problems. Pertinent courses of instruction in the principles of scientific study and the procedures of thesis writing are given.

Two higher degrees are offered: the Master of Arts degree, provided the candidate meets the foreign language requirement for the Bachelor of Arts degree; and the Master of Science degree. Three full quarters of work above the bachelor's degree ordinarily permits the student to complete the requirements. Under proper programming of work with the department concerned and with the graduate school the requirements can be met by three summer quarters.

Registration for graduate study does not admit a student to candidacy for a higher degree; this is done by action of the University Council. The mere accumulation of credit does not necessarily indicate ability to do graduate work and to satisfy requirements for a degree. The essential aim of graduate study is to develop the power of individual, scientific investigation and to encourage the spirit of true research.

Graduate students should read very carefully the full statement of requirements contained in the general catalog of the University. The Dean of the Graduate School will always answer additional questions about graduate work.

DEMONSTRATION CLASSES

Demonstration classes in education are conducted during the first term.

1. Groups of children are organized in order to conduct demonstration classes that are conducted in connection with a course in special methods in lower primary subjects, with a course in science for elementary schools, and with a course in art for elementary schools.

2. A group of elementary school pupils is organized to demonstrate problems of remedial teaching. Diagnostic procedures are illustrated, and corrective measures are developed.

3. Two groups of pupils from the junior and senior high schools are organized to permit demonstrations of the theory and methods of secondary school classroom procedures by skilled teachers and supervisors from the Secondary Training School. Pupils in these groups complete one-half unit of high school work during the summer session.

FEES

ENTRANCE FEES

First of the six-week terms	$20.00
Alpine term	25.00
Both terms	35.00
Pupils in Demonstration Courses, each course	2.50
Gymnasium Service Fee	.50

SPECIAL ALPINE SCHOOL FEE

Board and Room	$38.50

OTHER SPECIAL FEES

For Summer Conference on Elementary Education, without credit	$ 1.50
For Two Hours Credit in Summer Conference only	5.00

Regular Courses of Instruction

While regular classes will not be held for fewer than five graduate students, such students may register for graduate work in any of the major lines offered by the University and receive individual attention. Courses bearing numbers above 100 are primarily for graduate students.

Courses not announced in this catalogue, but listed in the Annual Catalogue of the University, may be organized, provided a sufficient number of students apply.

ACCOUNTING AND BUSINESS ADMINISTRATION

Professor Clark, Associate Professor Boyle, Mr. Kimball, Mrs. Lloyd

1s. **Elementary Accounting.**—First term. Daily. Three hours credit. Kimball.

An introduction to college accounting. The aim is to present accounting principles to those who desire to enter business at once and also to provide a foundation for advanced work in accounting.

2s. **Elementary Accounting.**—First term. Daily. Three hours credit. Kimball.

Continuation of Course 1.

50s. **Intermediate Accounting.**—First term. Daily. Three hours credit. Boyle.

Corporate accounting, with special emphasis on problems of depreciation, revaluation, inventories, etc. Open to students with Accounting 1 and 2, or the equivalent. The course will deal with accounting problems, suitable to teachers who are seeking advanced credit.

63s or 163s. **Personnel Administration.**—First term.

Daily. Three hours credit. Boyle. (See Education 94s or 194s.

Development of a scientific adjustment on the part of the individual to his environment. Emphasis is given to the choice of an occupation in the light of individual ability and temperament. Modification of both high school curriculum and teaching methods to this end will be considered.

AGRONOMY

Professor Ellsworth

61s. Economics of Farm Organization and Management— First term. Daily. Three hours credit. Ellsworth.

A study of the application of economic principles to the management and organization of a farm business. Discussion of proper size, balance, diversity, and relationship between the various enterprises.

ANIMAL HUSBANDRY

Assistant Professor Ivins

8s. Poultry Farming.—First term. Daily. Three hours credit.

Discussion of breeds of poultry, poultry house construction, hatching, brooding, rearing of pullets, feeding for eggs, culling.

51s. Animal Breeding—First term. Daily. Three hours credit. Ivins.

Principles and methods in breeding and development of domesticated animals. Prerequisite: Zoology 78, or Botany 80.

110s. Research Poultry Problem—Time and credit to be arranged.

Designed for students in Animal Husbandry who desire to become acquainted with research methods.

ART

Professors Eastmond, Larson; Assistant Professor Jensen; Mrs. Fisher

4s, 88s, and 188s. Out-of-doors Sketching and Painting.—Both terms. One to nine hours credit. Larsen.

Students and teacher will travel by special bus over the Old Mormon Trail from Salt Lake City to Nauvoo, Illinois. Stops will be made for sketching and painting at desirable places enroute. Details of this painting trip will be furnished upon request.

11s, 18s, 25s, 71s. Graphic and Applied Art.—First term. One to four hours credit. Eastmond.

The fundamental principles underlying artistic expression on the various lines of graphic and applied arts. Demonstrations are introduced in the applied arts by special technicians. The following lines of project work are taken up: **Theory and Practice of Design; Applied Arts,** involving the working principles of arts and crafts; **Process Illustration; Water Color Theory,** with emphasis upon objective and subjective composition and color study; also landscape and scenery painting.

14s, 15s, 16s, 61s. Commercial Art.—First term. Four recitations a week. Two hours credit. Jensen.

The art of lettering with the speedball pens and the brush. Poster composition and "layout." Practical show card work.

41s, 42s, 43s, and 64s. Normal Art.—First term.

BACTERIOLOGY

Assistant Professor Bryner

21s. General Bacteriology. — First term. Daily. Three hours credit.

This course will consist of a study of the general characteristics and activities of microorganisms, and their relation to man.

22s. General Bacteriology Laboratory.—First term. Two hours credit.

A laboratory course in general bacteriology, designed to accompany Botany 21s.

Four recitations a week. Two hours credit. Jensen and Fisher.

Courses designed for teachers of the grades. They correlate art with the other subjects of the curriculum, and use it as a motivating agent for unit work. Water color technique emphasized. An elementary training school class will be used for demonstrations.

54s and 154s.. Method of Teaching Art.—First term. One to three hours credit. Eastmond.

This course is adapted to the special needs of art teachers. Survey of art materials and tools best adapted to art courses on the various school levels.

BOTANY

Miss Snow, Mr. Hayward

50s. Morphology and Taxonomy of Algae.—Alpine term. Daily. Three hours credit. Snow.

The structure and classification of algae. Resemblances of forms will be studied to show developmental features, life histories and relations of main groups of algae. Lectures, with laboratory periods.

55s. Flora of Mt. Timpanogos.—Alpine term. Daily. Three hours credit. Snow.

The flowering plants of Mt. Timpanogos and the adjacent regions will be studied. The student will be expected to become independent in the use of the key. Lectures, with laboratory periods.

77s. Nature Study for Teachers.—First term. Daily, 7:30. Three hours credit. Hayward.

(See Zoology 77s.)

195s. Special Problems in Botany.—Alpine term. Time and credit to be arranged. Snow.

CHEMISTRY

Professor Maw; Assistant Professors Nicholes and Bryner

1s. Elementary General Chemistry.—First term. Daily. Three hours credit. Nicholes.

An introductory survey of chemistry for students who desire a knowledge of the subject for its cultural and informational value. No prerequisites.

2s. Elementary General Chemistry. — First term. Daily. Two hours credit. Laboratory course. Nicholes.

This course is designed to illustrate the principles in Chemistry 1s. Experiments illustrating household chemistry and the chemistry of daily life are emphasized.

10s. Elementary Quantitative Analysis—First term. Lectures and laboratory. Two to five hours credit, depending on the work done. Maw.

This course gives training in the technique of gravimetric, volumetric and electrolytic processes in quantitative determination.

51s. Principles of Inorganic Chemistry.—First term. Daily. Two hours credit. Nicholes.

Discussion of chemical theories and important generalizations in the field of inorganic chemistry.

52s. Principles of Inorganic Chemistry.—First term. Laboratory periods M. W. F. Two hours credit. Nicholes.

Laboratory course to accompany 51s.

57s. Laboratory Technique.—First term. Three two-hour laboratory periods. One hour. Bryner.

A laboraotry course in elementary principles of glass

blowing for majors in chemistry and for teachers of chemistry.

63s or 163s. Advanced Quantitative Analysis.— First term. Credit to be arragned. Maw.

Laboratory course in systematic mineral analysis and volumetric assays.

70s. Organic Chemistry — First term. Daily. Three hours credit. Course (a). Maw.

Introduction to the study of carbon compounds. A study of the more important syntheses and the reactions of the different classes of organic compounds are discussed.

70s. Organic Chemistry.—First term. Two hours credit. Course (b). Maw.

Laboratory course to accompany course (a). First-hand acquaintance with typical organic compounds, with the various classes, is given in this course.

71s. Organic Chemistry.—First term. Lectures and laboratory M. W. F. Three hours credit. Maw.

This is a lecture course, and a continuation of 70s with special emphasis on the aromatic compounds.

Students who desire to register for Chemistry 70 and 71 will have to make special arrangements with the instructor. In order to complete both courses a student will have to spend practically the whole of his time in the study of organic chemistry. Possibly two weeks extra time will be required, if necessary, to cover the material.

76s. General Bio-Chemistry. — First term. Daily with laboratory. Three hours credit. Maw or Nicholes.

This course gives a comprehensive outlook and acquaintance with the broader aspects of Bio-chemistry for

students majoring in Biology, Medicine, Home Economics, or Agriculture.

82. **Physical Chemistry.**—First term. Lectures daily and two three-hour laboratory periods. Four hours credit. Bryner.

A study of gases, liquids, elementary thermodynamics, physical properties and molecular constitution, and solutions.

109. **Advanced Inorganic Chemistry.**—First term. Daily. Three hours credit. Bryner.

A systematic study of the periodic classification of the elements, oxides, acids, bases, chlorides, sulphides, carbides, silicides, borides, intermetallic compounds, phase rule, and Werner's Theory of Complex Compounds.

ECONOMICS

Professors Miller, Clark, Ellsworth; Associate Professor Boyle; Mr. Smith

1s. **Introduction to Principles of Economics.**—First term. Three hours credit. Daily. Smith.

General survey of industrial society and its structure.

2s. **Contemporary Economic Problems.**—First term, Smith; Alpine term, Miller. Three hours credit. Daily.

A study and discussion of carefully selected problems of outstanding importance in present-day life. Special attention will be given to recent problems and policies.

53s. **Money and Banking.**—Alpine term. Daily. Three hours credit. Clark.

A brief study of the principles of money and banking. (See Finance and Banking 53s.)

67s or 167s. Public Finance and Taxation.—Alpine term. Daily. Three hours credit. Miller.

This course will emphasize particularly the recent changes in principles of local and state taxation, and changes in financial administration. An extensive study of recent state plans is required.

74s. Principles and Methods of Statistics.—First term. Daily. Three hours credit. Ellsworth.

Introduction to statistics. This course is required of all majors in Economics, Finance and Banking, Accounting and Business Administration, and Marketing. Course is recommended for all students in social sciences.

81s or 181s. Land Economics.—First term. Daily. 10:30. Three hours credit.

Principles relating to the utilization, tenure, and conservation of land resources.

EDUCATION

Professors Merrill, Lambert, Wilson, Nuttall, Cushing; Associate Professors Sudweeks, Boyle; Assistant Professors Dusenberry, Jensen; Mr. Moffitt, Mr. Jensen, Mrs. Rich, Mrs. Hammond, Miss Kotter, Mrs. Fisher

50s. Teaching of Science in Elementary Schools.—First term. Daily. Three hours credit. Kotter.

Introduction of science as an essential part of the curriculum. Includes content from the physical and biological sciences. Demonstration of simple experiments and useful apparatus and supplies. A certain number of demonstration classes will be held also.

51s. Teaching in Secondary Schools.—First term. Daily. Two hours credit. Merrill, Jensen, Rich.

A study of methods of teaching in secondary schools, together with demonstrations of such methods. Required of all who are qualifying for practice teaching or for a Utah state certificate.

52s. High School Organization and Administration.—First term. Daily. Three hours credit. Moffitt.

This course covers problems such as housing, curriculum organization, directing of the staff, school schedule, supervision, extra-curricular activities, administrative problems, the office records, and community relationships. Required for state certification.

53s. Demonstration in High School Teaching.—First term. One hour credit. Merrill, Jensen, Rich.

Open to all students of the summer school. Demonstration will be conducted every Tuesday and Thursday. The laboratory phase of Course 51s.

55s. Organization and Administration.—First term. Daily. Three hours credit. Boyle.

This course will acquaint teachers with the school as an institution in its relation to the state and the community, and will introduce the problem of school organization. Emphasis upon the school law of Utah.

58s or 181s. Old and New Type Examinations.—First term. Daily. Three hours credit. Sudweeks.

This course considers the place of the old type examination and its improvement, together with the use and the forms of the new type examinations.

79s or 179s. Statistical Methods.—First term. Daily. Three hours credit. Sudweeks.

This beginning course deals with the principles and methods that underlie the compilation and the interpretation of educational data. This work constitutes a desirable prerequisite for courses and for work in research.

59s and 159s. Principles of Child Development and Adjustment.—First term. Daily. Three hours credit. Cushing.

Principles of child development from standpoint of physical, mental, emotional and social growth. The role of maturation in the learning process. Interpretation of child behavior from the genetic standpoint. Analysis of adult procedures and techniques in guiding children. For all classes of educational workers and parents.

60s and 160s. Parent and Adult Education.—First term. Daily. Three hours credit. Cushing.

Problems of child-rearing, family relationships, and social adjustment. How may the home, school and community cooperate in guiding children to a satisfactory maturity? Practical helps for teachers and parents in solving this problem. For teachers, parents and other interested adults.

61s. Educational Sociology.—Alpine term. Daily. Three hours credit. Wilson.

This course deals with the social factors which should be given consideration in modern educational theory and practice.

62s. Special Methods in Lower Primary Subjects.—First term. Daily. Three hours credit. Hammond.

A course more especially in first-grade work that embodies the underlying principles, objectives and procedures in teaching. The activity program of lower primary grades will also be studied.

Note: **Demonstration School.** During the first six weeks demonstration groups will be used continuously to supplement the work in first-grade methods, in science, in art, and in remedial teaching.

65s. Myths of the World.—First term. Daily. Three hours credit. Dusenberry.

The major topics to be considered in this course are present and past customs, superstitions, folk lore, and mythological beliefs of the people of Egypt, India, China, Japan and Siam.

66s and 166s. Improvement of Elementary Education.—Conference on Elementary Education, entire week of June 22-26. Two hours credit. Lambert, and others.

See separate conference program.

70s. Improvement and Evaluation of Teaching.—First term. Two days, with lengthened period. Two hours credit. Nuttall.

78s or 111s. Introduction to Public School Finance. Alpine term. Daily. Three hours credit. Lambert.

Introduction to the theory and practice of modern systems of financing public education. Emphasis is placed upon stable revenue and distribution systems.

81s. Science of Education.—First and Alpine terms. Daily. Three hours credit. Boyle, first term; Wilson, Alpine term.

This course should be preceded by work in psychology. A consideration of the fundamental problems of educational theory and practice; the aims, standards and content of education.

94s or 194s. Educational Guidance.—First term. Daily. Three hours credit. Merrill.

Fundamental principles and problems of guidance and personnel work in public secondary schools. Meets the requirement of the Utah State Board of Education for junior and senior high school teachers.

100s-110s. Independent Reading.—Time and credit arranged. Either term. Lambert.

Qualified students are permitted to study under direction in areas where courses are not offered and in fields beyond those treated in the course. Work is programmed to individual needs. Registration by permission of the instructor.

118s. Introduction to Research and Thesis Writing. First term. Daily. Three hours credit. Lambert.

A course in the principles of scientific investigation and the acceptable procedures of research. Specific assistance in the preparation of the Master's thesis. Required of all candidates for the Master's degree in the College of Education. Open to all graduate students and to advanced seniors.

170s. Improvement and Evaluation of Teaching.—Two days, with special projects. Two hours credit. Nuttall.

200s. The Master's Thesis.—Each term. Time and credit arranged. Lambert, Merrill, and others.

Consult the general catalog.

ENGLISH

Professors Christensen, Reynolds, Merrill; Associate Professors Jensen, Rowe; Mrs. Carroll

1s. Composition and Literature.—First term. Daily. Three hours credit. Jensen.

Required freshman English course. Review of grammar, theme writing, and readings in literature.

2s or 3s. Composition and Literature.—Alpine term. Daily. Three hours credit. Carroll.

Continuation of English 1s.

16s. Later American Poets.—Alpine term. Daily. Three hours credit. Merrill.

A survey of American poetry from about 1865 to the present century.

53s or 153s. (Journalism) Writing for the Magazines.—Alpine term. Daily. Three hours credit. Merrill.

A study of magazine, materials, and markets. Intended for those who would like to do writing for the periodicals.

62s or 162s. Modern British Drama.—First term. Daily. Three hours credit. Reynolds.

65s or 165s. World Literature.—Alpine term. Daily. Three hours credit. Carroll.

74s or 174s. English Literature 1780 to 1832.—First term. Daily. Three hours credit. Rowe.

83s or 183s. Milton.—First term. Daily. Three hours credit. Christensen.

A study of the poetry of Milton with emphasis on "Paradise Lost" and "Samson Agonistis."

85s or 185s. Tennyson.—First term. Daily. Three hours credit. Reynolds.

89s or 189s. Byron.—First term. Daily. Three hours credit. Rowe.

93s or 193s. Capital and Labor in the English Novel.—First term. Daily. Three hours credit. Jensen.

A study of the English novel with special reference to the ever pressing problem of capital and labor.

98s or 198s. The Study and Appreciation of Literature.—First term. Daily. Three hours credit. Christensen.

The course deals with the discovery and appraisement of values in literature.

FINANCE AND BANKING

Professor Clark

53s. Money and Banking.—Alpine term. Daily. Three hours credit. Clark.

A brief study of the principles of money and banking. (See Economics 53s)

GEOLOGY AND GEOGRAPHY

Professor Hansen; Mr. Dennis

GEOLOGY

55s. Physical Geology.—Alpine term. Daily. Three hours credit. Dennis.

A study of land forms, geological structures, disposition of rock-forming sediments, and the work of winds and water. Lectures daily, and three field trips.

56s. Historical Geology.—First term. Daily. Three hours credit. Hansen.

A course in the development of the earth, and the forms of life that have inhabited it.

95s. Geology of the United States.—First term. Daily. Three hours credit. Hansen.

Covers an application of geological processes to type localities in the United States.

100s or 101s. Research.—Each term. Credit proportional to amount of work done. Hansen and Dennis.

Under this course special problems in the field of geology may be assigned to students prepared to do original work. Hours and credit to be arranged.

GEOGRAPHY

52s. Human Geography.—First term. Daily. Three hours credit. Hansen.

A study of the factors that control the distribution and abundance of plant, animal and human life. A paper on some assigned aspects of the subject.

65s. Economic Geography.—Alpine term. Daily. Three hours credit. Dennis.

A study of the geographic and human factors that govern the development of industry.

HISTORY

Professors Jensen, Snow; Assistant Professor Swenson

72s or 172s. Recent World History.—First term. Daily. Three hours credit. Snow.

An historical survey of recent trends. The course will comprehend world events since 1920 with emphasis on developments since 1930.

82s or 182s. History of the West.—First term. Daily. Three hours credit. Snow.

This course covers the Trans-Mississippi West 1800-1853. Considerable attention will be given to the Rocky Mountain fur traders and the colonial achievements of the Mormons in Utah and the West generally.

54s or 154s. Greek History.—First term. Daily. Three hours credit. R. Swenson.

A study of the social, cultural, economic, and political developments of the Greek people from the early heroic age down to Alexander. Major emphasis on those phases of Greek culture which have influenced Western civilization.

59s or 159s. History of Greek Culture.—First term. Daily. Three hours credit. R. Swenson.

A cultural history of the Hellenistic age from Alexander the Great to Constantine. Emphasis upon distinctive achievements of this age in science, literature, the arts, economics, philosophy, education, ethics and religion. The influence and scope of these cultural elements in the Roman Empire and the early Christian Church will be given attention.

98s or 198s. American Constitutional History.—Alpine term. Three hours credit. Jensen.

A study of the constitutional history of the United States from the colonial period to the present time.

HOME ECONOMICS

Miss Swenson, Miss Billings, Mrs. Barlow

CLOTHING AND TEXTILES

1s or 70s. Clothing Selection and Construction.—First term. M. T. W. Th. 1:30. Two hours each day. Three hours credit. Billings.

Fundamental principles of clothing selection and construction. Emphasis on the development of skills and the use of commercial patterns.

10s. Dress Appreciation.—First term. Daily. 8:30. Three hours credit. Billings.

The economic and artistic problems involved in the purchase of ready-to-wear clothing; fashion trends; care of clothing, etc.

FOODS AND NUTRITION

50s. Institution Management.—First term. Daily. 10:30-1:30. Three hours credit. Swenson.

14s or 74s. Hows and Whys of Cooking.—First term. Three lecture periods and two laboratory periods per week. 2:30. Three hours credit. Barlow.

HOUSEHOLD ADMINISTRATION

61s. Economic Problems of the Family.—First term. Daily. 9:30. Three hours credit. Swenson.

65s. Selection of Equipment.—First term. Daily. 10:30. Three hours credit. Barlow.

MARKETING

Professor Johnson; Assistant Professor Jensen

14s, 15s, 16s. Commercial Art.—First term. Four recitations a week. Two hours credit. Jensen.

(See Art 14s, 15s, 16s.)

58s or 158s. Principles of Merchandising.—First term. Daily. 9:30. Three hours credit. Johnson.

A study of the principles and processes involved in marketing through existing retail outlets. Principles of salesmanship are given consideration.

200s. Master's Thesis in Marketing.—Time and credit arranged. First term. Johnson.

MATHEMATICS

Professors Eyring, Marshall

12s. College Algebra.—First term. Daily. Three hours credit. Eyring.

A brief review of high school algebra, followed by a study of quadratic equations, permutations and combinations, determinants, etc.

50s. Differential Calculus. — First term. Daily. Three hours credit. Marshall.

An introductory course with numerous applications of the principles to tracing curves, and the solution of problems from geometry and mechanics.

MODERN LANGUAGES

Professors Cummings, de Jong; Mrs. Roberts

FRENCH

1s. Elementary French.—First term. Daily. Three hours credit. Roberts.

Designed for those who have had no French, and those who desire to acquire reading knowledge. May be taken for purpose of review. Development of a large reading vocabulary emphasized. Attention is given to pronunciation and the fundamentals of grammar.

2s. Elementary French.—Alpine term. Daily. Three hours credit. Cummings.

Continuation of French 1s.

51s. Advanced French.—First term. Daily. Three hours credit. Roberts.

Designed for those who desire to perfect their reading knowledge of French. Reading of intermediate grade.

52s. Advanced French.—Alpine term. Daily. Three hours credit. Cummings.

Continuation of French 51s.

GERMAN

1s. Elementary German.—First term. Daily. Three hours credit. de Jong.

Designed for those who have had no German, and those who desire to acquire reading knowledge. May be taken for purposes of review. Development of a large reading vocabulary emphasized. Attention is given to pronunciation and the fundamentals of grammar.

2s. Elementary German. — Alpine term. Daily. Three hours credit. Cummings.

Continuation of German 1s.

51s. Advanced German.—First term. Daily. Three hours credit. de Jong.

This course is designed for those who desire to perfect their reading knowledge of German. Reading of intermediate grade.

52s. Advanced German.—Alpine term. Daily. Three hours credit. Cummings.

Continuation of German 51s.

147s. Thomas Mann.—First term. Daily. Two hours credit. de Jong.

Lectures, readings, oral and written reports in German.

LANDSCAPE ARCHITECTURE

Professor Morris

12s. Plant Materials.—First term. T. W. Th., 8:30. Field trips T. 2:30 to 5:30. Three hours credit.

A study of native and cultivated plants of an ornamental character, both herbaceous and woody. Many native plants are proving to be more valuable for local problems than imported ones. The student will come in contact with all the better kinds.

26s. The Practice of Landscape Designing.—First term. T. W. Th., 9:30. Field trip W. 2:30 to 5:30. Three hours credit.

This course is for school administrators and home owners. Home and school properties will be emphasized. Principles of design, the examination of plants, and afternoon field trips will make up the course.

MUSIC

Professor Robertson; Associate Professor Sauer; Assistant Professor Hanson; Miss Summerhays, Mr. Halliday, Mr. Nelson, Mr. Buggert, Mr. Fitzroy, Mrs. Packard, Mr. Keeler, Mr. Olsen

THEORY OF MUSIC

21s, 22s, 23s. Harmony.—Both terms. Daily. Three hours credit. First term, Halliday; Alpine term, Robertson.

Intervals, primary triads, dominant seventh chord, non-harmonic tones, open harmony.

41s. Public School Methods.—First term. Daily. Three hours credit. Hanson.

Material and methods for the grades.

71s, 72s, 73s. Harmony.—Both terms. Daily. Three hours credit. First term, Halliday; Alpine term, Robertson.

Prerequisite: Theory of Music 23. Modulation; secondary seventh chords, altered chords; non-harmonic tones; modern harmony; form and analysis.

77s. Band Arrangement.—First term. Four recitations a week. Two hours credit. Sauer.

A practical course in arranging simple music for band. Designed to aid supervisors and teachers of band.

81s. History of Music.—Alpine term. Daily. Three hours credit. Robertson.

Alien musical systems, ancient and modern. Medieval and modern music.

91s. High School Methods.—First term. Four recitations a week. Two hours credit. Hanson.

Special technique of instruction and materials for the junior and senior high schools.

121s, 122s, 123s. Counterpoint.—Alpine term. Daily. Three hours credit. Robertson.

Prerequisites: Theory of Music 71s, 72s, 73s. Strict and free counterpoint in the various species.

127s, 128s, 129s. Instrumentation. — Alpine term. Daily. Three hours credit. Robertson.

Prerequisite: Theory of Music 23s. Study of orchestra instruments; arranging for solo, duet, trio, and quartette form; arranging for string and symphony orchestra.

191s. **Music Methods for the High School.**—First term. Four times a week. Two hours credit. Hanson.

Special technique of instruction and materials for the junior and senior high schools.

200s. **Research.**

INSTRUMENTAL MUSIC

1s. **Band.**—First term. Daily. One hour credit. Sauer.

Students must be able to play their instruments. Materials used: standard overtures, operatic selections, and miscellaneous military band music.

7s. **Orchestra.** — First term. Daily. One hour credit. Halliday.

Students must be able to play their instruments. Practice in the rendition of instrumental solo and ensemble work for string, reed, brass, and percussion instruments.

1s-p to 6s-p; 51s-p to 56s-p. **Piano.**—Both terms. Time to be arranged. Nelson, Hanson, Fitzroy.

Private instruction for beginners, advanced students and teachers. Fees, time and credit to be arranged with instructors.

1s-p to 6s-p; 51s-p to 56s-p. **Piano School.**—First term. Daily. Nelson.

Intensified piano for beginners or advanced students

through daily individual instruction. A practice piano is furnished for a certain number of hours each day. Credit according to the amount of time spent in preparation and the frequency of instruction. Fees and time to be arranged with instructor.

1s-p to 6s-p; 51s-p to 56s-p. Violin and Cello.—First term. Robertson, Olsen.

Private instruction for beginners, advanced students and teachers. Fees, time and credit to be arranged with instructors.

1s-p to 6s-p; 51s-p to 56s-p. Wind Instruments.—First term. Sauer, Nelson.

Private instruction for beginners, advanced students and teachers. Fees, time and credit to be arranged with instructors.

11s-p to 13s-p; 61s-p to 66s-p. Organ.—First term de Jong, Keeler.

Private instruction for beginners, or advanced students. Fees and credit arranged with instructors.

63s-p. Piano Pedagogy.—First term. Hanson, Nelson.

101s-p, 102s-p, 103s-p. Instrumental. — One hour credit.

Advanced instruction on any of the standard instruments.

VOCAL MUSIC

1s-p to 6s-p; 51s-p to 56s-p. Private Voice Culture. First term. One to two hours credit. Summerhays, Packard.

Systematic instruction in vocal study as evolved from the best methods.

13s to 18s; 63s to 68s. Male Glee Club.—First term. Daily. One hour credit. Hanson.

For students desiring the better forms of music for male voices. Duets, trios and ensemble work. All singers eligible.

13s to 18s; 63s to 68s. Ladies' Glee Club.—First term. Daily. One hour credit. Summerhays.

For students desiring the better forms of music for ladies' voices. Part singing in duets, trios, quartettes, and other ensemble arrangements.

111s-p, 112s-p, 113s-p. Vocal Culture.—First term. One hour credit. Summerhays, Packard.

OFFICE PRACTICE

Mrs. Lloyd

21s-24s. Typewriting.—First term. Students may register for two hours daily. Two hours credit.

Touch typing according to standard methods.

PHYSICAL EDUCATION

Professors Romney, Roberts; Associate Professor Jeppson; Assistant Professors Hart, Heidloff; Mr. Dixon, Mr. Smith, Mr. Rheinhard

11s. Elementary Gymnastics and Tumbling.—First term. Daily. 8:30. One hour credit. Heidloff. (For Men)

This course will include elementary stunts on the apparatus and in tumbling as well as a development of fundamental skills in such individual activities as rope skipping, rope spinning, juggling and pirouette.

12s. **Advanced Gymnastics and Tumbling.**—First term. Daily. 9:30. One hour credit. Heidloff.

This course will include the more complex stunts on the apparatus and in tumbling.

15s. **Tumbling and Pyramid Building.**—First term. Daily. 3:30. One hour credit. Jeppson. (For women)

This course will include practice in tumbling, stunts, pyramid building and the fundamentals of balance. Open to women only.

19s. **Tennis.**—First term. Daily. 6:30. One hour credit. Dixon.

This course will deal with the theory and practice of strokes and other phases of the game. Open to both men and women.

42s. **Folk and National Dancing.**—First term. Daily. 1:30. One hour credit. Smith.

This course offers instruction in the various folk and country dances, elementary and advanced.

62s. **Advanced Interpretive Dancing.**—First term. Daily. 8:30. One hour credit. Smith.

Required of all women majors.

65s or 165s. **Problems of the Dance in Physical Education.**—First term. Daily. 2:30. Two hours credit. Smith.

Public performance, including staging, lighting, costume design; appreciation of music in the dance and dance composition.

70s. **Group Games and Mass Athletics.**—First term. Daily. 7:30. Two hours credit. Heidloff.

This course aims to acquaint the student with the

administration and teaching of group games and mass athletics. The course will include work in both theory and practice.

72s or 172s. Organization and Administration of Playgrounds and Recreational Centers. — First term. Daily. 10:30. Three hours credit. Romney.

A complete picture of the responsibilities of a superintendent of recreation and a discussion of the executive and administrative problems arising out of the conduct of a country-wide recreation program. Emphasis on park recreation problems, city government problems, school recreation problems and surveys.

74s. Leadership in Recreation.—First term. Daily. 2:30. Two hours credit. Roberts.

This course is given to meet the needs of community, Church and school recreational leaders.

81s. Advanced Tap Dancing.—First term. Daily. 10:30. One hour credit. Jeppson.

This course will be in the form of a material summary class—with emphasis on creative work.

90s or 190s. Principles of Physical Education—First term. Daily. 8:30. Three hours credit. Romney.

This course aims to acquaint the student with the theories and systems of physical education, with special emphasis on the modern system and present trend. Problems of organization and administration will be considered.

91s. Applied Anatomy and Kinesiology. — First term. Daily. 10:30. Three hours credit. Dixon.

This course will take up the anatomy of the human body, with emphasis upon the study of bones, joints, and skeletal muscles.

92s. Applied Educational Principles and Techniques in Teaching Physical Activities.—First term. Daily. Three hours credit. Roberts.

This course deals with the methods of class instruction in gymnastics, rhythms, team games, etc. Students will be given opportunity to teach under the leadership of the instructor.

94s or 194s. Introduction to Achievement Tests in Physical Education.—First term. Daily. 2:30. Three hours credit. Hart.

Suggested for students majoring or minoring in Physical Education. Open to both men and women.

This course briefly reviews the history and development of tests and measurements in physical education.

95s. First Aid.—First term. 7:30. Two hours credit. Hart.

This course will consider the principles of first aid, massage, physiotherapy, bandaging and the essentials of conditioning in athletics.

96s or 196s. Adaptation of Activities in Corrective Procedure.—First term. Daily. 9:30. Three hours credit. Roberts.

In this course an intensive study will be made of various physical defects, their causes, prevention, and methods of correction by appropriate activities. Procedures in administering a program of adaptive exercises in groups and classes will be presented.

PRIVATE COURSES GRANTING PHYSICAL EDUCATION CREDIT

44s-p. Advanced National Dancing. — First term. Daily. 4:30. One hour credit. Rheinhard.

Private group instruction in classic Spanish, Portuguese, Italian and Mexican dances. Fees to be arranged with instructor.

45s-p. **Advanced Folk Dancing.**—First term. Daily. 5:30. One hour credit. Rheinhard.

Private group instruction in early California, Spanish and Mexican folk dances; also English Sward and Morris; and Spanish Gypsy dances. Fees to be arranged with instructor.

46s-p. **Social Dancing.**—First term. Daily. 6:30 P. M. One hour credit. Rheinhard.

Private group instruction in Argentine, Spanish and French social dancing. Fees to be arranged with instructor.

PHYSICS

Professors Eyring, Marshall; Associate Professor Hales

11s. **Survey Course in Physics.**—First term. Daily. Three hours credit. Eyring.

This is an orientation course designed for the non-science student who wishes to obtain some information in the field of physics.

26s. **Photography.**—First term. Daily. Three hours credit. Marshall.

A practical course dealing with such topics as the theory and use of lenses, development and developers, enlargements, lantern slides, and the art of photography.

Prerequisite: A general course in Physics or Chemistry. Camera, films, paper, etc., will be furnished for a small fee.

21s. Weather and Climate.—Alpine term. Daily. Three hours credit. Hales.

This course deals with the physics of the earth's atmosphere. It includes a study of the causes which produce variations in the pressure, temperature, and humidity of the air and their influence upon weather and climate. This course should be particularly valuable to one interested in aeronautics, weather bureau work or teaching.

88s. Developments in Physical Science. — Alpine term. Daily. Three hours credit. Hales.

A survey will be made of the progress of physical science as seen through a series of biographies of the great men who have achieved eminence in this field. This course may be elected by those who may not have had previous training in this subject.

POLITICAL SCIENCE

Professor Jensen

83s or 183s. International Relations.—Alpine term. Three hours credit. Jensen.

A study of the major contemporaneous problems and developments in the field of international relations.

PSYCHOLOGY

Professor Poulson; Assistant Professor Dusenberry; Mr. Moffitt

51s. Educational Psychology.—First term. Daily. Three hours credit. Dusenberry.

Individual differences, native endowment, habit formation, economy, and technique of learning. The thought

process, personality problems. Applications are made to problems of teaching and learning.

70s or 170s. Social Psychology.—First term. Daily. Three hours credit. Poulson. Prerequisite: Psychology 11 or equivalent.

A study of mental life as conditioned by the social environment. Nature and development of personality. Educational implications of social psychology.

71s. Mental Hygiene.—First term. Daily. Three hours credit. Moffitt.

A course in mental health and personality problems for typical college students and for workers in education. Applications in educational and remedial social work will be indicated.

104s. Contemporary Schools of Psychology.—First term. Daily. Three hours credit. Poulson. Prerequisite: Six hours of upper division and graduate credit in Psychology.

A critical and comparative study of such contemporary systems and movements as structuralism, functionalism, behaviorism, Gestalt psychology and psychoanalysis.

189s. Seminar in Psychology.—First term. One conference each week. One hour credit. Poulson. Prerequisite: Consent of the instructor.

A somewhat intensive study of some particular phase of modern psychology of special interest to each individual student registering for the course.

SOCIOLOGY

Professors Swenson and Smith

51s. Rural Sociology.—First term. Daily. Three hours credit. Smith.

An elementary course that treats the nature, composition and characteristics of the rural population; the relations between the population and the land; structural elements in rural society; cultural and institutional aspects of rural life. A foundational course for students of sociology and of education.

52s or 152s. Rural Social Organization.—First term. Daily. Three hours credit. Smith.

Advanced course in rural sociology. Treats land division, tenure, and size of holdings; social differentiation and social stratification; institutional aspects of social organization.

55s. Introduction to the Study of Sociology.—Alpine term. Daily. Three hours credit. Swenson.

A foundational view of social organization and social forces, with a practical working theory of the nature of society.

81s or 181s. The History of Social Theory.—Alpine term. Daily. Three hours credit. Swenson.

The course deals with evolution of social theories beginning with Plato and considering the developments through the early Christian Era, and also the Medieval and modern social theorists.

101s. Research.—First term. Time and credit arranged. Smith.

Opportunity for students to work out a problem,

with direction in methodology of research and the presentation of material.

SPEECH

Professor Morley

81s-p. Dramatic Technique.—One hour credit per quarter for each recitation per week. Morley.

An intensive individual course in interpretation in which students will prepare either a three-act play or a program of shorter selections. Time and fee to be arranged.

87s-p. Voice and Speech Improvement.—One hour credit per quarter for each recitation per week. Morley.

An intensive individual course designed to help the student acquire good speech habits with particular attention to development of a pleasing, well-modulated speaking voice. Time and fee will be arranged.

91s. Methods of Teaching Speech. — First term. 9:30. Three hours credit. Morley.

A study of special methods of teaching speech on the various school levels. Methods of determining the needs and abilities of students will be presented.

95s or 195s. Speech Correction.—First term. Daily. 8:30. Three hours credit. Morley.

A study of the symptoms, causes, nature and treatment of all types of speech and voice disorders. Actual cases will be presented.

180s-p. Speech Clinic.—For 11 weeks during the summer, beginning June 15 and ending August 29, a speech clinic will be maintained for the purpose of giv-

ing corrective treatment to children or adults who stutter, stammer or lisp, or who cannot talk plainly, or who exhibit weak voices and other types of speech defect. A thorough speech and personality diagnosis will be made and the course will include daily group work and special individual attention. Recreational activity will be part of the clinical routine. Students may enroll at any time. A special fee of $10 will be charged for the diagnosis with a minimum term of two weeks; $2 will be charged for each additional week. These fees are payable in advance. Further information concerning this work may be had by writing Professor Morley in care of the University.

ZOOLOGY AND ENTOMOLOGY

Professor Tanner; Dr. Cullimore; Mr. Hayward

11s. **General Biology.**—First term. Daily. Three hours credit. Hayward.

Fundamentals of structure, physiology, development, adaptations, classification, and bearing of biology on human life. Four lectures and two laboratory periods.

18s or 118s. **Genetics.**—Alpine term. Daily. Three hours credit. Tanner.

The cell as the physical basis of heredity, variation, mutations, Mendelism, inheritance of acquired characteristics, pure links and sex determination are some of the problems dealt with in this course.

58s. **Health Education.**—First term. Daily. Three hours credit. Cullimore.

Designed to meet the state requirements in health education. The early part of the course is devoted to fundamental physiological processes.

64s or 164s. Advanced Entomology.—First and Alpine terms. Time and credit to be arranged. Tanner and Hayward.

Open only to advanced students who are prepared to do systematic, morphological or economic work.

73s. Aquatic Zoology.—First term. Time to be arranged. Hayward.

A general course in the study of fresh water animals of Utah Lake. The work will be conducted at the Lakeside Biological laboratory which has been established at the mouth of Provo River and on the shores of Utah Lake.

77s. Nature Study for Teachers.—First term. Daily. 7:30. Three hours credit. Hayward.

A course dealing with the common birds, insects, flowers and trees, designed for teachers of biology and nature study and others interested in wild life. (See Botany 77s).

93s or 193s. Field Zoology.—First and Alpine terms. Time and credit to be arranged. Tanner and Hayward.

Open only to students majoring in Zoology or Entomology. Students may make extensive collections of the animal life of this or adjoining states and then make a report on them.

117s and 118s. Zoological Research.—First and Alpine terms. Time and credit to be arranged. Tanner and Hayward.

This course is open to all students prepared to do graduate work in any branch of zoological science.

196s. Special Problems in Entomology.—First and Alpine terms. Credit to be arranged. Tanner and Hayward.

Students will be encouraged to study the internal morphology of various groups of insects.

200s. Research Thesis.—First and Alpine terms. Credit by arrangement.

This course is required of all students seeking a Master's degree in this department.

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1935

Brigham Young University Quarterly

Vol. XXII February 1, 1935 No. III

BRIGHAM YOUNG UNIVERSITY
SUMMER SCHOOL
1935

FIRST TERM

June 10 -- July 19

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ALPINE TERM

July 22 -- August 23

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Entered June 14, 1905, at Provo, Utah, as second class matter under Act of Congress of July 16, 1904.

Accepted for mailing at special rate of postage provided for in Section 1703, Act of October 3, 1917, Authorized July 30, 1918.

BRIGHAM YOUNG UNIVERSITY
QUARTERLY

Summer School Announcement

1935

FIRST TERM

June 10 -- July 19

ALPINE TERM

July 22 -- August 23

(Alpine Term meets six days a week)

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Published by the
BRIGHAM YOUNG UNIVERSITY
PROVO, UTAH

Calendar

1935

SUMMER QUARTER

June 10—Registration

June 11—Class Work of the First Term Begins

July 19—First Term Ends

July 20—Annual Hike to Mt. Timpanogos

July 22—Alpine Term Begins

Aug. 23—Alpine Term Ends

Administrative Officers

FRANKLIN S. HARRIS, President

HUGH M. WOODWARD, Dean of Summer Session

KIEFER B. SAULS, Secretary to the President, Purchasing Agent

EDWARD H. HOLT, Secretary-Treasurer

CARMA BALLIF, Assistant in Treasurer's Office

BARR MILLER, Assistant in Treasurer's Office

JOHN E. HAYES, Registrar

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CARL F. EYRING, Dean of College of Arts and Sciences

HERALD R. CLARK, Dean of College of Commerce; Manager Alpine Camp

AMOS N. MERRILL, Acting Dean of College of Education

GERRIT de JONG, JR., Dean of College of Fine Arts

LOWRY NELSON, Dean of College of Applied Science; Director Extension Division

CARLTON CULMSEE, Secretary Extension Division

NETTIE NEFF SMART, Dean of Women

LLOYD L. CULLIMORE, Medical Director

EDGAR M. JENSEN, Principal of University High School

ANNA OLLORTON, Librarian

The Faculty

FRANKLIN STEWART HARRIS, Ph.D.
President of the University

HUGH M. WOODWARD, Ph.D.
Dean of Summer Session

JOHN C. SWENSON, M.A.
Professor of Economics and Sociology

CHARLES E. MAW, Ph.D.
Professor of Chemistry

ALFRED OSMOND, M.A.
Professor of English, Emeritus

CHRISTEN JENSEN, Ph.D.
Professor of History and Political Science
Dean of Graduate School

AMOS N. MERRILL, Ph.D.
Professor of Secondary Education
Acting Dean of College of Education

ALICE L. REYNOLDS, A.B.
Professor of English Literature

CARL F. EYRING, Ph.D.
Professor of Physics and Mathematics
Dean of College of Arts and Sciences

VILATE ELLIOT, B.Pd.
Professor of Home Economics

BENJAMIN F. CUMMINGS, A.B.
Professor of Modern and Classical Languages

THOMAS L. MARTIN, Ph.D.
Professor of Agronomy and Bacteriology

WILLIAM J. SNOW, Ph.D.
Professor of History

M. WILFORD POULSON, M.A.
Professor of Psychology

VASCO M. TANNER, Ph.D.
Professor of Zoology and Entomology

PARLEY A. CHRISTENSEN, Ph.D.
Professor of English

G. OTT ROMNEY, M.A.
Professor of Physical Education and Director of Athletics

GERRIT De JONG, JR., Ph.D.
Professor of Modern Languages
Dean of College of Fine Arts

LOWRY NELSON, Ph.D.
Professor of Rural Social Economics
Dean of College of Applied Science
Director of Extension Division

GEORGE H. HANSEN, Ph.D.
Professor of Geology and Geography

GUY C. WILSON, B.Pd.
Professor of Religious Education

ELMER MILLER, A.B.
Professor of Economics

MILTON MARSHALL, Ph.D.
Professor of Physics and Mathematics

BENT F. LARSEN, M.A.
Professor of Art

LEROY J. ROBERTSON, M.A.
Professor of Music

HARRISON R. MERRILL, M.S.
Professor of Journalism

ASAEL C. LAMBERT, M.S.
Professor of Educational Administration

EFFIE WARNICK, B.S.
Professor of Home Economics

A. REX JOHNSON, Ph.D.
Professor of Marketing

LLOYD L. CULLIMORE, M.D.
Medical Director

J. MARINUS JENSEN, M.A.
Associate Professor of English

JOSEPH SUDWEEKS, Ph.D.
Associate Professor of Educational Administration

ROBERT SAUER
Associate Professor of Music

CLARENCE S. BOYLE, M.S.
Associate Professor of Accounting and Business Administration

WAYNE B. HALES, Ph.D.
Associate Professor of Physics and Mathematics

SIDNEY B. SPERRY, Ph.D.
Associate Professor of Religious Education

WILLIAM H. BOYLE, M.A.
Associate Professor of Elementary Education

ED. M. ROWE, A.B.
Associate Professor of English

WILMA JEPPSON, M.S.
Associate Professor of Physical Education for Women

IDA SMOOT DUSENBERRY, B.Pd.
Assistant Professor of Psychology

CHARLES J. HART, M.A.
Assistant Professor of Physical Education

EDGAR M. JENSEN, M.A.
Assistant Professor of Educational Administration
Director of Training Schools

WILLIAM F. HANSON
Assistant Professor of Music

H. GRANT IVINS, B.S.
Assistant Professor of Animal Husbandry

JOSEPH K. NICHOLES, M.A.
Assistant Professor of Chemistry

RUSSELL SWENSON, Ph.D.
Assistant Professor of Religious Education

SETH T. SHAW, M.A.
Assistant Professor of Horticulture

NETTIE NEFF SMART, B.S.
Dean of Women

BERTHA ROBERTS, A. B.
Instructor in French

ELSIE C. CARROLL, M.S.
Instructor in English

STELLA P. RICH, B.S.
Instructor in English

FRED W. DIXON, B.S.
Instructor in Physical Education and Athletics

C. LAVOIR JENSEN
Instructor in Secondary Training School

CARMA BALLIF, B.S.
Instructor in Physical Education for Women

MARGARET SUMMERHAYS
Instructor in Music

EDNA SNOW, M.S.
Instructor in Botany

OA LLOYD
Instructor in Office Practice

ALINE C. SMITH, B.S.
Instructor in Physical Education

CARLTON CULMSEE, B.S.
Instructor in Journalism

IRENE S. BARLOW, B.S.
Instructor in Home Economics

F. WILCKIN FOX
Instructor in Secondary Education

JOHN WING, M.S.
Assistant in Chemistry

KATHRYN PARDOE, A.B.
Instructor in Speech

ELMER NELSON
Instructor in Piano

HANNAH C. PACKARD
Special Instructor in Vocal Music

GEORGE W. FITZROY
Special Instructor in Piano

BARBARA MAUGHAN, B.S.
Instructor in Elementary Education

MAY C. HAMMOND, B.S.
Instructor in Elementary Training School

FLORA FISHER
Instructor in Elementary Training School

JAY J. KEELER
Instructor in Organ

DONALD OLSEN
Instructor in Violin

VISITING INSTRUCTORS AND SPECIAL LECTURERS

DR. HARL R. DOUGLAS
Professor of Education, University of Minnesota

DR. LOIS COFFEY MOSSMAN
Assistant Professor of Education, Teachers College, Columbia University

PROFESSOR EDWARD DAVISON
English Poet, Critic, and Lecturer

HAZEL BROCKBANK
State Supervisor of Elementary Education

DR. GUY B. ROSE
Principal of Glennfield School, Montclair, New Jersey

EDMUND EVANS
Director Experimental Theatre, and Instructor, University of Iowa

MR. JAY DASH
Head Teacher at the Ned Wayburn School of Dancing, New York City

DR. FRANCIS W. KIRKHAM
Director of the National Child Welfare Association, New York

DR. D. ELDON BECK
Head of Department of Biology, Dixie College

DR. HENRY NEUMANN
Leader of Brooklyn Society for Ethical Culture

DR. MILTON BENNION
Dean of the School of Education of the University of Utah

DR. E. A. JACOBSEN
Dean of the School of Education of the Utah State Agricultural College

DR. L. JOHN NUTTALL, JR.
Superintendent of the Salt Lake City Schools

PRESIDENT B. GLEN SMITH
Dixie Junior College

CHARLES H. SKIDMORE
State Superintendent of Public Instruction, State of Utah

DR. CALVIN S. SMITH
Superintendent of the Granite Consolidated School District

SUPERINTENDENT DAVID GOURLEY
Alpine School District

SUPERINTENDENT JAMES NUTTALL
Emery Consolidated School District

SUPERINTENDENT C. J. REEVES
Carbon County School District

PRINCIPAL J. C. MOFFITT
Provo High School

MRS. OREA BEAN TANNER
Provo High School

PRINCIPAL A. P. WARNICK
Pleasant Grove High School

PRINCIPAL KARL BANKS
Lincoln High School

General Information

Brigham Young University offers in its Summer Quarter an unusual educational and social opportunity.

The summer session presents a liberal offering of courses in many lines, and provides close personal contact between instructor and student. The instruction is given by an excellent corps of teachers nearly all of whom belong to the regular staff, so that the subjects taught are in charge of the specialists that teach them during the other quarters of the school year. This offers to those who can attend summer school only, as great an opportunity of contact with the leading educators in their respective fields as if they attended during the remainder of the year.

The University is organized into the following colleges and divisions:

College of Education
College of Arts and Sciences
College of Commerce
College of Applied Science
College of Fine Arts
Extension Division
Research Division
Graduate School

PROVO

The University is fortunate in being located in Provo, the heart of Utah County. Provo, from every angle, is a splendid summer school town. Because of its unusually fine climate, and its great variety of fruits, flowers and trees it has long been called the Garden City. It is located in the heart of outdoor attractions.

From the "Y" campus, roads radiate in all directions along which outdoor pleasures may be found.

ACCOMMODATIONS

The people of Provo have shown great educational patriotism in providing for the comfort and convenience of students. If patrons will make their wants known in advance, delays in getting properly located will be avoided. The price of accommodations at private homes varies as at hotels and rooming houses, the rate depending upon what the student wants and is willing to pay.

Special Features

OPPORTUNITIES FOR RECREATION

Splendid roads, leading into forests and mountain trails, combine to make B. Y. U. summer recreation the really recreative kind. The department of Physical Education of the summer school organizes the activities during the summer session in a way that makes them of the highest recreational value.

The following is the 1935 summer session recreation calendar:

Thursday, June 13	**Annual Get - Acquainted Social**—Women's Gym. Summer school students and their friends are invited as guests of the institution.
Saturday, June 15	**Sunrise Hike to the Famous "Y" on the Mountain and Maple Flat.** Hikers will meet at the foot of the "Y" trail, 8th North and 12th East, at 5:30 a. m. It takes about one hour of slow hiking to reach the "Y." From here the students will proceed to Maple Flat, where a most wonderful scenic attraction awaits them. Students should participate in this hike, as it is an excellent conditioner for the annual Mt. Timpanogos climb.
Friday, June 21	**Dancing**—Women's Gym. All students and their friends are cordially invited to enjoy this dance, as guests of the summer school.

Saturday, June 22	**Annual Trip to Columbia Steel Mills and Pacific States Cast Iron Pipe Plant.** This trip is highly educational as an opportunity to observe the processes of steel and pipe making.
Saturday, June 29	**Boat Trip to Bird Island, Utah Lake.** One of the most enjoyable, interesting and educational trips of our summer school recreation program. Dancing enjoyed on boat.
Thursday, July 4	**Independence Day.** A trip to Bouler Dam will be sponsored this week-end. If sufficient requests are made, a trip to Bryce and the Grand Canyons will also be sponsored.
Friday, July 12	**Recreation and Leadership Class Trips to Salt Lake City to visit recreational centers.**
Saturday, July 13	**Trip to Timpanogos Cave and Plunge in Schneider Hot Pots at Midway.**
Friday, July 19	**Annual Timpanogos Hike Program and Bonfire**—Theatre of the Pines, Aspen Grove.
Saturday, July 20	**Twenty-fourth Annual Timpanogos Hike**—A pilgrimage to the brow of Old Timpanogos. Each person reaching the summit on this day will be officially inducted into full membership in the "1935 Timpanogos Summit Club," and will be presented with the official Summit Club badge.

GENERAL ASSEMBLY LECTURES

An outstanding feature of the Brigham Young University Summer School has been the splendid general lecture courses. These lectures are given at the assembly periods three times a week—Mondays, Wednesdays, and Fridays, at 11:30. They are made more attractive by an excellent musical program. Students may register for this lecture course and receive one hour credit. (See Philosophy of Education 115s.)

The lectures for the general assembly are given by the lecturers in the special lecture courses which are listed below, by regular faculty members, and others.

SPECIAL LECTURE COURSE

Trends in American Literature as They Bear on Our Social, Economic, and Religious Life.

In this day of change and experimentation when every phase of the social order is pressing for a hearing before the bar of public opinion current literature naturally reflects the struggle and the trends of thought. In the lecture course at the Brigham Young University this summer these trends in American Literature as they bear on our social, economic and religious life will be discussed by people of national reputation.

Professor Edward Davidson. Since 1925, Mr. Davison has gained wide popularity as a poet and critic lecturer at universities, clubs, schools, and societies throughout America. During the first four weeks, he will give a series of lectures on the following subjects: "The Approach to Poetry"; "The Unknown Poet"; "The Story of Folk Song"; "Poetry, Music, and Song"; "Prose, Verse and Free Verse"; "The Poet in England";

"The Dramatic Lyric"; "Modern American Poetry"; "An Evening's Anthology"; "A Recital of My Own Work."

Dr. Harl R. Douglas. Dr. Douglas is Professor of Secondary Education at the University of Minnesota. He is author of a number of books and tests on secondary education. He will lecture on the following topics: "New Responsibilities of the Teacher"; "The Crisis in School Support"; "Objective Testing, Its Possibilities, Limitations, and Dangers"; "What Eucation Really Is"; "Self-improvement of Teachers on the Job."

Dr. Lois Coffey Mossman. Dr. Mossman is an Associate Professor at Columbia University in Elementary Education, and is the author of a number of books on this subject. Her lectures will be in this field of education.

Dr. Guy B. Rose. Dr. Rose is Principal of the Glenfield School, Mont Clare, New Jersey. Formerly he served in the Mont Clare School System which is to New York what Wenekta is to Chicago. He was a teacher of Educational Sociology and Junior High School Education at the New York University from 1927-1932. He will discuss before the student body "Trends in Junior College Education" and Education and Crime."

Dr. Francis W. Kirkham. Dr. Kirkham was for many years one of Utah's leading educators. At present he is director of The National Child Welfare Association in New York City. He will give a series of lectures during the summer session.

A SPECIAL LECTURE COURSE IN EDUCATIONAL ADMINISTRATION

Economy in Education and Related Public Enterprise

A new feature is an offering of special lectures by leaders in education and business who work in western schools and western communities. The lectures will be built around the foundational idea of how to achieve real economies in education and public enterprise. The economies to be discussed and reported must meet two conditions: (1) they must be defensible in sound social and educational theory, and (2) they must have been proved to be practicable under conditions that prevail in our western states and communities.

This course of lectures is organized upon the assumption that many of the pressing problems in education are of common interest to all types of educational workers and to other public workers. The further assumption is that these problems can be solved only as the several types of workers see them as common problems and make cooperative attacks upon them. This course will permit each type of worker to hear specific analyses of problems that can be solved by joint efforts of classroom teachers, principals, supervisors, administrators and citizens.

While each lecture will be a unit in itself it will also be a part of an integrated series of discussions and reports that will run through the entire six weeks of the first term.

Among the new men who will appear in this course are the following in addition to members of the University faculty:

Dr. Milton Bennion
Dean of the School of Education of the University of Utah.

Dr. E. A. Jacobsen
Dean of the School of Education of the Utah State Agricultural College.

Dr. L. John Nuttall, Jr.
Superintendent of the Salt Lake City Schools.

President B. Glen Smith
Dixie Junior College.

Superintendent Charles H. Skidmore
State Superintendent of Public Instruction.

Dr. Calvin S. Smith
Superintendent of the Granite Consolidated School District.

Superintendent David Gourley
Alpine School District.

Superintendent James Nuttall
Emery County School District.

Superintendent C. J. Reeves
Carbon County School District.

Principal J. C. Moffitt
Provo High School.

Mrs. Orea Bean Tanner
Provo High School.

Principal A. P. Warnick
Pleasant Grove High School.

Principal Karl Banks
Lincoln High School.

This course will be given at 2:30 in the afternoon. It requires no text book and requires no final examination. It provides a real opportunity for learning as well as meeting and hearing many leaders who have had successful experience in the problems that they will treat.

ALPINE SUMMER SCHOOL

During the summer of 1922 Brigham Young University established an Alpine Summer School at the base of Mt. Timpanogos. The school is located well up in the Alpine region, in a beautiful aspen grove, at an elevation of 6,800 feet.

The first session was an experiment, but the region proved to be such a wonderful laboratory for original research in biology, geology, and nature work, that the Alpine Summer School was made a permanent institution.

The curriculum has been enlarged, and now includes the natural sciences, fine arts, literature, philosophy, sociology, English, economics, psychology, history and religious education.

In addition to many short hikes connected with the Alpine Term, two outstanding trips are featured. They are the annual Botany-Geology hike up Mt. Timpanogos and the annual trip to Mirror Lake in the Grand-daddy Lakes region.

Dormitories are provided for both men and women, and the women are under the direct supervision of the Dean of Women. Meals are served in the dining hall, and a central reading room and social center is provided. All students are expected to observe a few definite rules which make for the comfort, convenience and enjoyment of the group.

Transportation, Provo to Aspen Grove—

The University will furnish transportation, including baggage, up and back, to students who board with the institution. Extra trips on week-ends, etc., are paid for by the students. Trucks will leave the University for Aspen Grove, Friday, July 19, and Sunday, July 21. Baggage going under the above arrangements must be

delivered to the University and checked under an arrangment similar to that used by railroads.

Board and Lodging—

The University operates a dining hall and dormitories at Aspen Grove for men and women. Board and room for the entire term is $38.50.

Students in attendance less than the entire term will be charged $10.00 a week for board and room. Registered students may occupy their cots during the Timpanogos Hike without cost. The regular school accommodations are effective beginning with supper, Sunday evening, July 21.

In the dormitories, a cot and mattress are furnished, but all additional items, such as pillows, blankets, towels, soap, etc., must be furnished by the student.

Married persons with families may, by permission of the President, be given camping privileges. Camping sites to such will be assigned by Professor H. R. Clark. Those who camp are advised to provide themselves with adequate camping equipment. Groceries, etc., may be purchased from the University Commissary.

Laundry, Mail, etc.—

Students may mail their laundry home, or it may be sent to a Provo laundry through the school. Mail for the students should be addressed to Alpine Summer School, Brigham Young University, Provo, Utah.

THE GRADUATE SCHOOL

The essential aim of graduate study is to develop the power of investigation, and to encourage the spirit of research.

Two higher degrees are offered: the Master of

Arts degree, provided the candidate meets the foreign language requirement for the Bachelor of Arts degree; and the Master of Science degree, if such foreign language requirement is not met.

Each candidate for a higher degree is expected to possess a broad, general knowledge of his major subject, and a fair degree of information in his minor field.

The requirements for a Master's Degree are: (1) the completion of 48 quarter hours of graduate credit, of which not fewer than 32 hours must be completed in residence; (2) the writing of an adequate thesis in some field of investigation within the major department; (3) the passing of a satisfactory oral examination.

The requirements for the Master's Degree can ordinarily be completed in three full quarters of work. Students, by attending three full summer sessions (two terms each session), can meet these requirements. Consult the general catalogue for further details concerning graduate work.

DEMONSTRATION CLASSES

Demonstration classes are conducted to illustrate the working out of modern methods.

These demonstration classes are organized on three levels:

1. Demonstration groups consisting of six- and seven-year-old children, to illustrate the method in the lower primary grades. This demonstration class will also be given in connection with a course entitled, "Special Methods in Lower Primary Subjects," Elementary Education 62s.

2. A group organized for the purpose of demonstrating the problems of remedial teaching to be given in connection with a course in "Remedial Teaching." In this group, pupils who are unsuccessful during the win-

ter will be diagnosed, and corrective methods worked out and demonstrated.

3. A demonstration class organized on the junior high school level. It will be used to demonstrate the theory and methods in secondary teaching. It will be given in connection with Secondary Education 56s.

FEES

ENTRANCE FEES

First of the six-week terms	$20.00
Alpine term	25.00
Both terms	35.00
Pupils in Demonstration Courses, each	2.50
Gymnasium Service Fee	.50

SPECIAL ALPINE SCHOOL FEE

Board and Room	$38.50

Regular Courses of Instruction

While regular classes will not be held for fewer than five graduate students, such students may register for graduate work in any of the major lines offered by the University and receive individual attention. Courses bearing numbers above 100 are primarily for graduate students.

Courses not announced in this catalogue, but listed in the Annual Catalogue of the University, may be organized, provided a sufficient number of students apply.

ACCOUNTING AND BUSINESS ADMINISTRATION

Professor Johnson

1s. Elementary Accounting. — First term. Two hours, daily. Five hours credit.

An introduction to college accounting. The aim is to present accounting principles to those who desire to enter business at once and also to provide a foundation for advanced work in accounting.

AGRONOMY

Professor Martin; Assistant Professor Shaw

61s. Economics of Farm Organization and Management— First term. Daily. Three hours credit. Shaw.

A study of the application of economic principles to the management and organization of a farm business. Discussion of proper size, balance, diversity, and relationship between the various enterprises.

98s and 198s. Special Problems in Soils—First term. Credit, time and subject matter to be arranged. Martin

Chemical, bacteriological and other special laboratory work.

ANIMAL HUSBANDRY

Assistant Professor Ivins

8s. Poultry Farming.—First term. Daily. Three hours credit.

Discussion of breeds of poultry, poultry house construction, hatching, brooding, rearing of pullets, feeding for eggs, culling.

110s. Research Poultry Problem—Time and credit to be arranged.

Designed for students in Animal Husbandry who desire to become acquainted with research methods.

ART

Professor Larson; Assistant Professor Jensen

1s and 52s. Art Appreciation and Picture Study—Alpine term. Four recitations a week. One or two hours credit. Larsen.

An introduction to important works of art, with emphasis upon Utah painters and sculptors. A course designed for teachers of elementary and high schools, and all who desire a more appreciative acquaintance with masterpieces in painting and sculpture.

4s, 79s, and 159s. Out-of-Doors Sketching.—First term. Daily. One to nine hours credit. Larsen.

Emphasis will be placed upon the pencil, charcoal, and pastello colors as media of expression.

11s, 64s, and 164s. Water Color Painting.—First term. Four recitations a week. Two hours credit. Jensen.

Objective and subjective composition and color theory as applied to landscape painting. Studio still life painting.

40s, 69s, and 169s. Oil Painting.—First term. One to nine hours credit. Larsen.

Landscape painting emphasized.

11s, 41s, 42s, 43s, and 64s. Normal Art and Water Color Painting.—First term. Four recitations a week. Two hours credit. Jensen.

Courses designed for teachers of the grades. They correlate art with the other subjects of the curriculum, and use it as a motivating agent for unit work. Water color technique emphasized.

61s and 142s. Commercial Art.—First term. Four recitations a week. Two hours credit. Jensen.

The art of lettering with the speedball pens and the brush. Poster composition and "layout." Practical show card work.

BOTANY

Professor Martin; Miss Snow

1s. General Botany.—First term. Four recitations and two laboratory periods a week. Three hours credit. Snow.

An introductory course dealing with the fundamentals of the structures, physiology, and reproduction of plants. This is a basic course prerequisite to further work in the field of plant life. This course is also recommended for the non-science student.

15s. Field Botany.—First term. Four two-hour periods a week. Two hours credit. Snow.

The common trees, shrubs and flowers of this vicinity; cultivated and native forms. Some work with manuals will be included.

21s. **General Bacteriology.** — First term. Daily. Three hours credit. Martin.

This course will consist of a study of the general characteristics and activities of microorganisms, and their relation to man.

22s. **General Bacteriology Laboratory.**—First term. Two hours credit. Martin.

A laboratory course in general bacteriology, designed to accompany Botany 21s.

85s. **Special Problems in Botany.** — Both terms. Credit one to five hours. Martin.

CHEMISTRY

Professor Maw; Assistant Professor Nicholes; Mr. Wing

1s. **Elementary General Chemistry.**— First term. Daily. Three hours credit. Nicholes.

This is an introductory course, intended for students who have not had high school chemistry. The principles and theories of chemistry are considered in connection with the non-metals.

2s. **Elementary General Chemistry.**—First term. Daily. Two hours credit. Laboratory course. Nicholes.

This course is designed to illustrate the principles in Chemistry 1s. Experiments illustrating household chemistry and the chemistry of daily life are emphasized.

6s. Elementary Qualitative Analysis—First term. Two to five hours credit. Maw and Wing.

Study of the metallic elements and of the theory and practice of inorganic qualitative analysis.

10s. Elementary Quantitative Analysis—First term. Lectures and laboratory. Two to five hours credit, depending on the work on. Maw and Wing.

This course gives training in the technique of gravimetric, volumetric and electrolytic processes in quantitative determination.

51s or 151s. Principles of Inorganic Chemistry—First term. Four recitations. Two hours credit. Nicholes.

Discussion of chemical theories and important generalizations in the field of inorganic chemistry.

52s or 152s. Principles of Inorganic Chemistry.—First term. Daily. Two hours credit. Nicholes and Wing.

Laboratory course to accompany 51s or 151s.

63s or 163s. Advanced Quantitative Analysis.—First term. Credit to be arranged. Maw and Wing.

Laboratory course in systematic mineral analysis and volumetric assays.

70s. Organic Chemistry — First term. Daily. Three hours credit. Course (a). Maw.

Introduction to the study of carbon compounds. A study of the more important syntheses and the reactions of the different classes of organic compounds are discussed.

70s. Organic Chemistry.—First term. Two hours credit. Course (b). Maw.

Laboratory course to accompany course (a). First-hand acquaintance with typical organic compounds, with the various classes, is given in this course.

71s. Organic Chemistry—First term. Daily. Three hours credit. Course (a). Maw.

This is a lecture course, and a continuation of 70s. (a), with special emphasis on the aromatic compounds.

71s. Organic Chemistry—First term. Two hours credit. Course (b). Maw.

A laboratory course which is a continuation of 70s, (b).

76s. General Bio-Chemistry. — First term. Daily with laboratory. Three hours credit. Maw or Nicholes.

This course gives a comprehensive outlook and acquaintance with the broader aspects of Bio-chemistry for students majoring in Biology, Medicine, Home Economics, or Agriculture.

ECONOMICS

Professor Miller; Associate Professor Boyle

2s. Contemporary Economic Problems. — Alpine term. Three hours credit. Daily. Miller.

A study and discussion of carefully selected problems of outstanding importance in present-day life. Special attention will be given to recent problems and policies.

7s. Principles of Economics.—First term. Three hours credit. Boyle.

This course is a more advanced study of the underlying principles of Economics. A study of the current economic issues of the day.

61s or 161s. Social Aspects of Industry.—First term. Three hours credit. Boyle.

A survey course of the economic factors of the present day. The new status of labor under the codes, with the attending problem of wages, hours, and working conditions.

67s or 167s. Public Finance and Taxation.—Alpine term. Daily. Three hours credit. Miller.

This course will emphasize particularly the recent changes in principles of local and state taxation, and changes in financial administration. An extensive study of recent state plans is required.

EDUCATION

The College of Education has the following departments: Educational Administration, Elementary Education, Philosophy of Education, and Secondary Education; it also has training schools on both the elementary and secondary levels. During the summer session all specific requirements for certification are given. Students have the privilege of observing in both elementary and secondary demonstration schools.

EDUCATIONAL ADMINISTRATION

Professor Lambert; Associate Professor Sudweeks

Note: Students who desire to complete a major in educational administration should consult the general catalogue also.

78s or 111s. Introduction to Public School Finance.—First term. Three days a week. Two hours credit. Lambert.

Introduction to the theory and practice of modern systems of financing public education. Emphasis is

placed upon stable revenue and distribtuion systems. A course in taxation should precede or parallel this course.

79s or 179s. Statistical Methods.—First term. Daily. Three hours credit. Sudweeks.

This course deals with the principles and methods that underlie the compilation and interpretation of educational data. This work constitutes a desirable prerequisite for courses and for work in research.

81s or 181s. Old and New Type Examinations.—First term. Daily. Three hours credit. Sudweeks.

This course considers the place of the old type examination and its improvement, together with the use and the forms of the new type examinations.

83s or 115s. Economy in Education.—First term. Lecture course. Daily. Two hours credit. Lambert, and others.

A special lecture course for all types of educational workers. Treats practical aspects of important problems in classroom procedure, in curriculum constuction, in finance and business management, and in educational organization. Feature lectures by a number of educational leaders in western school systems.

100-110. Independent Readings.—Time and credit arranged. Either term. Lambert, and others.

Qualified students are permitted to study under direction in areas where courses are not offered and in fields beyond those treated in the courses. Work is programmed to individual needs.

200. The Master's Thesis in Educational Administration.—Time and credit arranged. First term. Lambert, and others.

Opportunity is provided for students to continue work upon the master's thesis.

ELEMENTARY EDUCATION

Associate Professor Boyle; Dr. Mossman, Miss Brockbank, Miss Maughan, Mrs. Hammond, Mrs. Fisher

51s. Principles of Teaching.—First term. Two hours daily first three weeks. Three hours credit. Mossman.

This course considers content and procedure in teaching as based upon the teaching-learning process and upon theories relative to the work of the school.

55s. School Organization and Administration.—First term. Daily. Three hours credit. Boyle.

This course will acquaint teachers with the school as an institution, in its relation to the state and the community, and will introduce the problems of school organization.

56s. The Elementary School Curriculum.—First term. Daily. Three hours credit. Maughan.

This course meets the requirements of the Utah State Board of Education for knowledge in this field. The course attempts to meet the general demand for a greater mastery of subject matter.

62s. Special Methods in Lower Primary Subjects.—First term. Two hours daily second three weeks. Three hours credit. Brockbank.

A consideration of the underlying principles, objectives and methods of teaching in the lower primary grades, with special emphasis on activities in the primary school.

65s. Myths of the World.—First term. Daily. Three hours credit. Dusenberry.

The major topics to be considered in this course are present and past customs, superstitions, folk lore, and mythological beliefs of the people of Egypt, India, China, Japan and Siam.

66s. A Study of the Environment for Elementary School Workers.—First term. Daily, first three weeks. Three hours credit. Mossman.

This course is intended for workers in the elementary school who are concerned with the problem of extending experiences of children through their school work. It includes a study of the features of the environment which are fruitful for consideration by children. These features include the physical, social, economical, industrial, and historical. The psychology of learning as it concerns the use of the environment together with the philosophy of learning as interaction, constitute the bases upon which the course is built.

67s. Principles of Curriculum Reconstructoin.—First term. Two hours daily second three weeks. Three hours credit. Brockbank.

This course deals with a consideration of fundamental principles of philosophy of education and psychology in their application to purposes, materials and pupil activities.

68s. Improving the Reading Program.—First term. Two hours daily second three weeks. Two hours credit. Brockbank.

This course will consider the characteristics of a good reading program, new trends that should come into this part of the school as adjustment is made to present demands.

70s. Diagnosis and Remedial Work.—First term. Four days a week. Two hours credit. Maughan.

The diagnosis and remedial treatment of difficulties in reading, arithmetic, and spelling. Students will carry on case studies with elementary school children. Open to students who have had Elementary Education 51, 52, and 54, or the equivalent in teaching experience.

PHILOSOPHY OF EDUCATION

Professors Woodward, Wilson; Associate Professor Boyle

61s. Educational Sociology.—Alpine term. Daily. Three hours credit. Wilson.

This course deals with the social factors which should be given consideration in modern educational theory and practice.

81s. Science of Education.—First and Alpine terms. Daily. Three hours credit. Boyle, first term; Wilson, Alpine term.

This course should be preceded by work in psychology. A consideration of the fundamental problems of educational theory and practice; the aims, standards and content of education.

90s. Education and Twentieth Century Civilization.—First and Alpine terms. Daily. Three hours credit. Woodward.

This course deals with the outstanding present-day political, economic, social and educational conditions in fourteen of the most important countries of the Orient and Occident. The aim of this course is to present a vivid picture of the life, aspirations, and problems of the people of Japan, China, Philippine Islands, Java, Siam, Egypt, Greece, Italy, Austria, Germany, Russia, France, and England.

SECONDARY EDUCATION

Professors Merrill, Douglass, Rose; Mr. Jensen, Miss Rich, Mr. Fox

51s. Organization, Administration, and Teaching in Secondary Schools.—First term. Four days a week. Two hours credit. Merrill.

This course is designed to include a study of methods of teaching in high school, necessary as a prerequisite for practice teaching. Courses 51s and 52s are required of those desiring recommendation to the State Board of Education for certification.

52s or 152s. High School Organization and Administration. — First term. Daily. Three hours credit. Douglass.

This course covers problems such as housing, curriculum organization, directing the staff, school schedule, supervision, extra-curricular activities, administrative problems, the office, records, and community relationships.

55s or 155s. Principles and Problems of Junior High School.—First term. Daily. Three hours credit. Rose.

The theory and philosophy lying behind the movement, the purposes, functions, values, and limitations of secondary schools; types; the organization of the curriculum and problems of guidance, attendance, elimination, social program, etc.

56s. Demonstration in High School Teaching.—First term. One hour credit. Merrill, Jensen, Rich.

Open to all students of the summer school. Demonstration will be conducted every Tuesday and Thursday. In these demonstrations an opportunity will be given to

observe the best methods of organizing and presenting subject matter for the attainment of specific end products of training.

57s or 157s. Supervision of High School Instruction.—First term. Daily. Three hours credit. Douglass.

For advanced students, heads of departments, principles or superintendents, or those preparing themselves for those positions; the present status of high school supervision, its scope, functions, and philosophies; discussions and explanations of various types of supervisory techniques and procedures; and various types of services which supervisors may render teachers under their direction.

59s. Junior High Organization and Administration.—First term. Daily. Three hours credit. Rose.

This course is designed for high school principals, assistants and teachers. Topics to be discussed will include fundamental purposes underlying the junior high school, peculiar characteristics of the junior high pupils, programs of study, extra-curricular activities, problems of staff organization, duties of the principal, organization of the social program, individual differences, etc.

95s or 195s. Visual Instruction.—First term. Daily. Three hours credit. Fox.

Following a general survey of the present status of visual instruction, its background, and trends, the course will be devoted to a study of the more important visual aids to instruction, including motion pictures, glass slides, filmstrips, models, specimens, etc. As far as possible, class work and assignments will be adapted to the individual needs of the students.

96s. Motion Picture Appreciation.—First term. Daily. Three hours credit. Fox.

The common "movie," produced sheerly for entertainment, is now quite generally recognized as one of the most powerful educational factors in America today. Through a study of how motion pictures are produced, and some of their measured sociological effects, the course will develop standards by which motion pictures may be judged and made to yield the greatest benefits in enjoyment and social education.

ENGLISH

Emeritus Professor Alfred Osmond
Professors Christensen, Reynolds, Davison; Associate Professors Jensen, Rowe; Mrs. Carroll

1s. Composition and Literature.—First term. Daily. Three hours credit. Jensen.

Required freshman English course. Review of grammar, theme writing, and readings in literature.

2s or 3s. Composition and Literature.—Alpine term. Daily. Three hours credit. Carroll.

Continuation of English 1s.

11s. Advanced English Grammar.—Alpine term. Daily. Three hours credit. Rowe.

Prerequisite: Freshman English.

19s. Contemporary American Short Story Writers.—First term. Daily. Three hours credit. Osmond.

50s. Figures in Modern Literature.—First term. Daily. Two hours credit. Davison.

62s. Modern European Drama (British).—First term. Daily. Three hours credit. Reynolds.

65s. **Types of World Literature.** — Alpine term. Daily. Three hours credit. Carroll.

69s or 169s. **Shakespeare's Tragedies.**—First term. Daily. Three hours credit. Osmond.

70s or 170s. **English Poetry Since 1890.**—First term. Daily. Two hours credit. Davison.

73s or 173s. **English Literature from 1660 to 1780.**—First term. Daily. Three hours credit. Jensen.

74s or 174s. **English Literature from 1780 to 1832.**—Alpine term. Daily. Three hours credit. Rowe.

81s or 181s. **Chaucer.**—First term. Daily. Three hours credit. Christensen.

86s or 186s. **Browning.**—First term. Daily. Three hours credit. Reynolds.

95s or 195s. **Old English.**—First term. Daily. Three hours credit. Christensen.

JOURNALISM

Professor Merrill; Mr. Culmsee

52s. **Special Feature Articles.**—First term. Daily. Three hours credit. Culmsee.

A study of newspaper and magazine special feature articles, types and sources. Stress upon the finding and developing of feature ideas.

56s. **Supervision of School Newspapers.** — First term. Daily. Three hours credit. Culmsee.

Certain fundamentals of journalism, specially adapted for teachers who must supervise school publications but who have had little or no journalistic training. Discussion of censorship and other problems of policy, as well as mechanical phases.

GEOLOGY AND GEOGRAPHY

Professors Hansen, Martin

GEOLOGY

55s. Physical Geology.—First term. Daily. Three hours credit. Martin.

A study of land forms, geological structures, disposition of rock-forming sediments, and the work of winds and water. Lectures daily, and three field trips.

56s. Historical Geology.—Alpine term. Daily. Three hours credit. Hansen.

A course in the development of the earth, and the forms of life that have inhabited it.

100s or 101s. Research.—Alpine term. Credit proportional to amount of work done. Hansen.

Under this course special problems in the field of geology may be assigned to students prepared to do original work. Hours and credit to be arranged.

ANTHROPOLOGY

51s or 151s. General Anthropology.—Alpine term. Daily. Three hours credit. Hansen.

A general introductory course in the study of the science of man, based on old and new world sources of evidence.

HISTORY

Professor Snow; Associate Professor Sperry; Assistant Professor Swenson

54s or 154s. Grecian History.—First term. Daily. Three hours credit. Sperry.

A study will be made of the principal contributions of the Greek people to our civilization. The fifth and fourth centuries B. C. will be given special consideration.

62s. Medieval History.—First term. Daily. Three hours credit. R. Swensen.

Studies covering the period 500-1250. The disintegration of the Roman Empire and the development of the Medieval church. Attention will be given to the origin of institutions in church and state.

72s and 172s. History of Europe Since 1920.—Alpine term. Daily. Three hours credit. Snow.

A study of World problems and politics since 1920 with special reference to the challenge to democracy of Nazis, Facism, and Communism. Careful consideration will be given to the issues that at present threaten the peace of the World.

85s or 185s. History of Hispanic America.—Alpine term. Daily. Three hours credit. Snow.

A brief survey of the extension of Spanish culture in Hispanic America and the resultant independent republics; also an intensive study of the relation of the United States to these republics, particularly Mexico.

HOME ECONOMICS

Professors Warnick, Elliott; Mrs. Barlow

CLOTHING AND TEXTILES

56s. Advanced Garment Construction.—First term. M. T. W. Th. Two hours credit. Elliot.

Problems involved in the technique of dresses, coats, and suits. Emphasis will be placed on the tailoring of these articles.

62s. Economics of Clothing.—First term. Daily. Three hours credit. Elliot.

Field trips to stores and industries to study materials are part of this course. Lectures by specialists. Textile buying emphasized.

FOODS AND NUTRITION

5s. Elementary Nutrition.—First term. M.T.W. Th. Two hours credit. Barlow.

A study of the nutritive properties of common food materials and the essentials of a normal diet. Designed primarily for normal students. Open to men and women students.

50s. Large Quantity Cookery.—First term. 10:30-1:30. Daily. Three hours credit. Barlow.

Experience in management of school cafeterias, quantity cookery, marketing, keeping of cafeteria accounts. Prerequisites for students majoring in foods and nutrition: Courses 10, 11, 12 of regular catalogue.

HOUSEHOLD ADMINISTRATION

60s. Home Management.—First term. Daily. Three hours credit. Warnick.

The study of the organization and management of the home, including home ideals, methods of work, division of time in the household and household tools.

62s. Family Relationships. — First term. Daily. Three hours credit. Warnick.

The modern family, its functions and structure; modern social conditions affecting its stability and pattern; responsibilities and contributions of members of the family. Open to men and women.

MARKETING

Professor Johnson

57s. The Principles of Marketing. — First term. Daily. Three hours credit.

An analysis of recent trade practice in the light of industrial growth trends, production methods and costs, business finance, and general economic change. A purpose is to aid in a clearer understanding of the role which marketing plays in competitive economic society.

MATHEMATICS

Professor Marshall; Associate Professor Hales

12s. College Algebra.—First term. Daily. Three hours credit. Hales.

A brief review of high school algebra, followed by a study of quadratic equations, permutations and combinations, determinants, etc.

50s. Differential Calculus. — First term. Daily. Three hours credit. Marshall.

An introductory course with numerous applications of the principles to tracing curves, and the solution of problems from geometry and mechanics.

MODERN LANGUAGES

Professors Cummings, de Jong; Mrs. Roberts

FRENCH

1s. Elementary French.—First term. Daily. Three hours credit. Roberts.

Designed for those who have had no French, and those who desire to acquire reading knowledge. May be taken for purpose of review. Development of a large reading vocabulary emphasized. Attention is given to pronunciation and the fundamentals of grammar.

2s. Elementary French.—Alpine term. Daily. Three hours credit. de Jong.

Continuation of French 1s.

51s. Advanced French.—First term. Daily. Three hours credit. Roberts.

Designed for those who desire to perfect their reading knowledge of French. Reading of intermediate grade.

52s. Advanced French.—Alpine term. Daily. Three hours credit. de Jong.

Continuation of French 51s.

184s. Nineteenth Century French Readings.—First term. Daily. Three hours credit. Cummings.

Lectures, readings, oral and written reports in French.

GERMAN

1s. Elementary German.—First term. Daily. Three hours credit. Cummings.

Designed for those who have had no German, and those who desire to acquire reading knowledge. May be taken for purposes of review. Development of a large reading vocabulary emphasized. Attention is given to pronunciation and the fundamentals of grammar.

2s. Elementary German. — Alpine term. Daily. Three hours credit. de Jong.

Continuation of German 1s.

51s. Advanced German.—First term. Daily. Three hours credit. Cummings.

This course is designed for those who desire to perfect their reading knowledge of German. Reading of intermediate grade.

52s. Advanced German.—Alpine term. Daily. Three hours credit. de Jong.

Continuation of German 51s.

147s. Thomas Mann.—Alpine term. Daily. Two hours credit. de Jong.

Lectures, readings, oral and written reports in German.

MUSIC

Professor Robertson; Associate Professor Sauer; Assistant Professor Hanson; Miss Summerhays, Mr. Nelson, Mr. Fitzroy, Mrs. Packard, Mr. Keeler, Mr. Olsen

THEORY OF MUSIC

21s, 22s, 23s. Harmony.—First term. Daily. Three hours credit. Robertson.

Intervals, primary triads, dominant seventh chord, non-harmonic tones, open harmony.

41s. Public School Methods.—First term. Daily. Three hours credit. Hanson.

Materials and methods for the grades.

71s, 72s, 73s. Harmony.—First term. Daily. Three hours credit. Robertson.

Prerequisite: Theory of Music 21, 22, 23. Modulation; secondary seventh chords, altered chords; non-harmonic tones; modern harmony; form and analysis.

77s. Band Arrangement.—First term. Four recitations a week. Two hours credit. Sauer.

A practical course in arranging simple music for band. Designed to aid supervisors and teachers of band.

91s. High School Methods.—First term. Four recitations a week. Two hours credit. Hanson.

Special technique of instruction and materials for the junior and senior high schools.

121s, 122s, 123s. Counterpoint.—First term. Daily. Three hours credit. Robertson.

Prerequisites: Theory of Music 71s, 72s, 73s. Strict and free counterpoint in the various species.

127s, 128s, 129s. Instrumentation. — First term. Daily. Three hours credit. Robertson.

Prerequisites: Theory of Music 23s. Study of orchestra instruments; arranging for solo, duet, trio, and quartette form; arranging for string and symphony orchestra.

191s. Music Methods for the High School.—First term. Four times a week. Two hours credit. Hanson.

Special technique of instruction and materials for the junior and senior high schools.

200s. Research.

INSTRUMENTAL MUSIC

1s. Band.—First term. Daily. One hour credit. Sauer.

Students must be able to play their instruments. Materials used: standard overtures, operatic selections, and miscellaneous military band music.

7s. Orchestra.—First term. Daily. One hour credit. Robertson.

Students must be able to play their instruments. Practice in the rendition of instrumental solo and ensemble work for string, reed, brass, and percussion instruments.

1s-p to 6s-p; 51s-p to 56s-p. Piano.—Both terms. Time to be arranged. Nelson, Hanson, Fitzroy.

Private instruction for beginners, advanced students and teachers. Fees, time and credit to be arranged with instructors.

ADDENDA

101s-p, 102s-p, 103s-p. **Instrumental.** — One hour credit.

Advanced instruction on any of the standard instruments.

VOCAL MUSIC

1s-p to 6s-p; 51s-p to 56s-p. **Private Voice Culture.** First term. One to two hours credit. Summerhays, Packard.

Systematic instruction in vocal study as evolved from the best methods.

12s to 18s; 69s to 74s. **Male Glee Club.**—First term. Daily. One hour credit. Hanson.

For students desiring the better forms of music for male voices. Duets, trios and ensemble work. All singers eligible.

12s to 18s; 69s to 75s. **Ladies' Glee Club.**—First term. Daily. One hour credit. Summerhays.

For students desiring the better forms of music for ladies' voices. Part singing in duets, trios, quartettes, and other ensemble arrangements.

111s-p, 112s-p, 113s-p. **Vocal Culture.** — One hour credit.

1s-p to 6s-p; 51s-p to 56s-p. Piano School.—First term. Daily. Nelson.

Intensified piano for beginners or advanced students through daily individual instruction. A practice piano is furnished for a certain number of hours each day. Credit according to the amount of time spent in preparation and the frequency of instruction. Fees and time to be arranged with instructor.

1s-p to 6s-p; 51s-p to 56s-p. Violin and Cello.—First term. Robertson, Olsen.

Private instruction for beginners, advanced students and teachers. Fees, time and credit to be arranged with instructors.

1s-p to 6s-p; 51s-p to 56s-p. Wind Instruments.—First term. Sauer, Nelson.

Private instruction for beginners, advanced students and teachers. Fees, time and credit to be arranged with instructors.

11s-p to 13s-p; 61s-p to 66s-p. Organ.—First term de Jong, Keeler.

Private instruction for beginners, or advanced students. Fees and credit arranged with instructors.

63s-p. Piano Pedagogy.—First term. Hanson, Nelson.

OFFICE PRACTICE

Mrs. Lloyd

21s-24s. Typewriting.—First term. Students may register for two hours daily. Two hours credit.

Touch typing according to standard methods.

PHYSICAL EDUCATION

Professor Romney; Associate Professor Jeppson; Assistant Professor Hart; Mr. Dixon, Mrs. Smith, Miss Ballif, Mr. Dash

8s. Advanced Physical Education. — First term. Daily. One hour credit. 6:30 A. M. Dixon.

This course will include instruction for both men and women in general physical activities, such as volleyball, baseball, tennis, and golf.

14s. Archery and Badminton.—First term. One hour credit. Daily. 6:30 A. M. Ballif.

This course will include both the theory and practice of archery and Badminton. Open to women only.

15s. Tumbling and Pyramid Building.—First term. Daily. One hour credit. 9:30. Ballif.

This course will include practice in tumbling, stunts, pyramid building and the fundamentals of balance. Open to women only.

19s. Tennis.—First term. Daily. One hour credit. 8:30. Dixon.

This course will deal with the theory and practice of strokes and other phases of the game. Open to both men and women.

25s. Social Dancing.—First term. Daily. One hour credit. Dash, Jeppson.

This includes dances such as waltz, fox trot, tangos, and novelty features.

27s. Elementary Tap Dancing.—First term. Daily. One hour credit. Dash, Jeppson.

This class includes soft shoe, buck and wing, and time steps.

32s. **Interpretive Dancing.**—First term. Daily. One hour credit. 7:30 A. M. Smith. Required of all women majors.

This course aims to develop the individual in spontaneous and artistic expression through rhythmic movements.

42s. **Folk and National Dancing.**—First term. Daily. One hour credit. 1:30. Jeppson and Smith.

This course offers instruction in the various folk and country dances, elementary and advanced.

43s. **Adagio.**—First term. Daily. One hour credit. Dash.

Includes limbering and stretching exercises and acrobatic dancing.

44s. **Musical Comedy.**—First term. Daily. One hour credit. Dash.

All types of stage dancing for musical comedy work, fundamental steps, rhythms, and formation techniques.

62s. **Advanced Interpretive Dancing.**—First term. Daily. One hour credit. 8:30. Smith. Required of all women majors.

65s or 165s. **Problems of the Dance in Physical Education.**—First term. Daily. Two hours credit. 2:30. Smith.

Public performance, including staging, lighting, costume design; appreciation of music in the dance and dance composition.

70s. Group Games and Mass Athletics.—First term. Daily. Two hours credit. 9:30. Jeppson.

This course aims to acquaint the student with the administration and teaching of group games and mass athletics. The course will include work in both theory and practice.

71s. Nature and Function of Play.—First term. Daily. Three hours credit. 1:30. Jeppson.

The theory of organized play, including community centers, special activities, home recreation; play in institutions, social recreation such as planning recreation programs; play facilities such as layout of athletic fields, construction of buildings, swimming and wading pools, equipping the grounds and centers. Also a discussion of theories of individual and community life.

72s or 172s. Organization and Administration of Playgrounds and Recreational Centers. — First term. Daily. Three hours credit. 10:30. Romney.

A complete picture of the responsibilities of a superintendent of recreation and a discussion of the executive and administrative problems arising out of the conduct of a country-wide recreation program. Emphasis on park recreation problems, city government problems, school recreation problems and surveys.

74s. Leadership in Recreation.—First term. Daily. Two hours credit. 2:30. Jeppson.

This course is given to meet the needs of community, Church and school recreational leaders.

81s. Advanced Tap Dancing.—First term. Daily. One hour credit. 10:30. Jeppson and Dash.

This course will be in the form of a material summary class—with emphasis on creative work.

90s or 190s. Principles of Physical Education.— First term. Daily. Three hours credit. 8:30. Romney.

This course aims to acquaint the student with the theories and systems of physical education, with special emphasis on the modern system and present trend. Problems of organization and administration will be considered.

91s. Applied Anatomy and Kinesiology. — First term. Daily. Three hours credit. 10:30. Dixon.

This course will take up the anatomy of the human body, with emphasis upon the study of bones, joints, and skeletal muscles.

94s or 194s. Introduction to Achievement Tests in Physical Education.—First term. Daily. Three hours credit. 9:30. Hart. (Not given in 1935. This course to alternate with 95s, First Aid.)

Suggested for students majoring or minoring in Physical Education. Open to both men and women.

This course briefly reviews the history of the development of tests and measurements in physical education.

95s. First Aid in Athletic Training.—First term. Two hours credit. 9:30. Hart. (Zoology 65 is recommended as a valuable antecedent course.)

This course will consider the principles of first aid treament of athletic injuries, massage, physiotherapy, bandaging and the essentails of conditioning in athletics.

(This course to alternate with 94s, Tests and Measurements.)

96s or 196s. Adaptation of Activities in Corrective Procedure.—First term. Daily. Three hours credit. 7:30 A. M. Hart.

Prerequisites: Zoology 65s; Physical Education 91.

This course deals with the variations of posture of the human body, the mechanics of balancing of the forces in the body, psychology of individual gymnastics, methods of stimulating interest in posture, and the selection and scope of corrective activities.

PHYSICS

Professors Eyring, Marshall; Associate Professor Hales

11s. Survey Course in Physics.—First term. Daily. Three hours credit. Marshall.

This is an orientation course designed for the non-science student who wishes to obtain some information in the field of physics.

16s. Descriptive Astronomy.—Alpine term. Daily. Three hours credit. Eyring.

This course deals with the physics of heavenly bodies. The laws which govern their motion and structure, and other phenomena associated with them are studied in detail. A portable telescope will be in use at Aspen Grove and frequent trips will be made to the University Observatory on Maeser Hill.

26s. Photography.—First term. Daily. Three hours credit. Hales.

A practical course dealing with such topics as the theory and use of lenses, development and developers, enlargements, lantern slides, and the art of photography.

Prerequisite: A general course in Physics or Chemistry. Camera, films, paper, etc., will be furnished for a small fee.

88s. Developments in Physical Science.—Alpine term. Daily. Three hours credit. Eyring.

A survey will be made of the progress of physical science as seen through a series of biographies of the great men who have achieved eminence in this field. This course may be elected by those who may not have had previous training in this subject.

POLITICAL SCIENCE

Professor Jensen

82s or 182s. History of American Foreign Policy.—First term. Daily. Three hours credit.

This course traces the history of American foreign relations from the Revolutionary period to the present. Attention is given to the principal issues of diplomatic controversy and settlement. The course aims to provide a historical basis for the understanding of the present position of the United States in world affairs.

93s or 193s. The American Constitutional System.—First term. Daily. Three hours credit.

A study of the governmental and legal aspects of the American constitutional system with particular attention to the principles of American federalism, the organization and powers of the national government, and the relationship of the government to the individual.

PSYCHOLOGY

Professor Poulson; Assistant Professor Dusenberry

21s. Educational Psychology.—First term. Daily. Three hours credit. Dusenberry.

Individual differences, native endowment, habit formation, economy, and technique of learning. The thought process, personality problems. Applications are made to problems of teaching and learning.

74s or 174s. Advanced Educational Psychology.—First term. Daily. Three hours credit. Poulson.

A brief consideration of certain important phases of the psychology of secondary education, such as, methods of promoting growth, original nature and learning, and certain conceptual and methodological tools of education. Prerequisite: Psychology 11 or equivalent.

105s. Physiological Psychology.—First term. Daily. Three hours credit. Poulson.

A brief consideration of the field of physiological psychology. Basic neural mechanisms in behavior. The structuro-functional organization of neural mechanisms. The integrative action of neural mechanisms. Neural mechanisms and variable behavior. Prerequisite: At least ten hours of credit in psychology.

188s. Seminar in Psychology.—First term. One conference each week. One hour credit. Poulson.

A somewhat intensive study of some particular phase of modern psychology of special interest to each individual student registering for the course. Prerequisite: at least ten hours of credit in psychology.

RELIGIOUS EDUCATION

Professor Wilson; Associate Professor Sperry; Assistant Professors Ivins, R. Swenson

51s or 151s. The Minor Prophets.—First term. Four times a week. Two hours credit. Sperry.

This course is intended for religious leaders and others who desire to become better acquainted with the great men of Israel. In addition to the views of the prophets held generally by scholars a new interpretation will be presented in this course of special interest to Latter-day Saints.

70s. The Social and Cultural Background of the New Testament.—First term. Four times a week. Two hours credit. R. Swenson.

This involves a study of the prevailing social and cultural trends of the early imperial period of the Roman Empire. Special attention will be given to the contemporary pagan religious movements; the Greek philosophies; the occupational and recreational activities of the Greeks and Romans.

100s. A Study of Religious Systems of the East.—First term. Daily. Three hours credit. Ivins.

SOCIOLOGY

Professor Swenson

55s. General Sociology.—First term. Daily. Three hours credit.

A general course dealing with the structure, function and evolution of the social organization.

81s and 181s. The History of Social Theory.—First term. Daily. Three hours credit.

The course deals with evolution of social theories beginning with Plato and considering the developments through the early Christian Era, and also the Medieval and modern social theorists.

SPEECH

Mrs. Pardoe and Mr. Evans

21s. Interpretive Literature. — First and Alpine terms. Daily. Two or three hours credit. Pardoe and Evans.

A course designed especially for those desiring a foundation in interpretive principles. Voice and gesture studies adapted to specific needs of class.

62s. Impersonation.—First term. Daily. Two or three hours credit. Pardoe.

For advanced students who wish to read plays in public. A course for teachers and students who desire personal attention in the perfection of their own abilities.

73s or 173s. Play Production.—Alpine term. Daily. Two or three hours credit. Evans.

Techniques for choosing, casting, directing and producing a play. The Theatre of the Pines will be used for major productions.

81s-p. Dramatic Technique.—One hour credit per quarter for each recitation per week. Pardoe.

An intensive individual course in advanced interpretation. Time and fee to be arranged with instructor.

ZOOLOGY AND ENTOMOLOGY

Professor Tanner; Drs. Cullimore, Beck

11s. General Biology.—First term. Daily. Three hours credit. Beck.

Fundamentals of structure, physiology, development, adaptations, classification, and bearing of biology on human life. Four lectures and two laboratory periods.

18s. Genetics.—First term. Daily. Three hours credit. Beck.

The cell as the physical basis of heredity, variation, mutations, Mendelism, inheritance of acquired characteristics, pure links and sex determination are some of the problems dealt with in this course.

58s. Health Education.—First term. Daily. Three hours credit. Cullimore.

Designed to meet the state requirements in health education. The early part of the course is devoted to fundamental physiological processes.

A course for nurses has been arranged and will be given if there is a demand for it.

64s or 164s. Advanced Entomology.—First and Alpine terms. Time and credit to be arranged. Tanner.

Open only to advanced students who are prepared to do systematic, morphological or economic work.

73s. Aquatic Zoology.—First term. Time to be arranged. Beck.

A general course in the study of fresh water animals of Utah Lake. The work will be conducted at the Lakeside Biological laboratory which has been established at the mouth of Provo River and on the shores of Utah Lake.

74s or 174s. The Growth of Biological Thought.—Alpine term. Daily. Three hours credit. Tanner.

This course will deal with the importance of biology in the life of man today.

93s or 193s. Field Zoology.—First and Alpine terms. Time and credit to be arranged. Tanner and Beck.

Open only to students majoring in Zoology or Ento-

mology. Students may make extensive collections of the animal life of this or adjoining states and then make a report on them.

117s and 118s. Zoological Research.—First term. Time and credit to be arranged. Tanner.

This course is open to all students prepared to do graduate work in any branch of zoological science.

196s. Special Problems in Entomology.—First and Alpine terms. Credit to be arranged. Tanner.

Students will be encouraged to study the internal morphology of various groups of insects.

200s. Research Thesis.—First and Alpine terms. Credit by arrangement.

This course is required of all students seeking a Master's degree in this department.

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1934

Brigham Young University Quarterly

Vol. XXI February 1, 1934 No. III

BRIGHAM YOUNG UNIVERSITY
SUMMER SCHOOL

FIRST TERM

June 11 -- July 20

ALPINE TERM

July 23 -- August 24

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Entered June 14, 1905, at Provo, Utah, as second class matter under Act of Congress of July 16, 1904.

Accepted for mailing at special rate of postage provided for in Section 1703, Act of October 3, 1917, Authorized July 30, 1918.

Brigham Young University
Quarterly

Summer School Announcement

1934

FIRST TERM

June 11--July 20

ALPINE TERM

July 23--August 24

(Alpine Term meets six days a week)

DEC 2 - 1938

Published by the
BRIGHAM YOUNG UNIVERSITY
PROVO, UTAH

Calendar

1934

SUMMER QUARTER

June 11—Registration

June 12—Class Work of the First Term Begins

July 20—First Term Ends

July 21—Annual Hike to Mt. Timpanogos

July 23—Alpine Term Begins

Aug. 24—Alpine Term Ends

Administrative Officers

FRANKLIN S. HARRIS, President

HUGH M. WOODWARD, Dean of Summer Session*

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ANNA OLLORTON, Librarian

*On leave of absence.

The Faculty

FRANKLIN STEWART HARRIS, Ph.D.
President of the University

HUGH M. WOODWARD, Ph.D.*
Dean of Summer Session

GUY C. WILSON, B.Pd.
Acting Dean of Summer Session
Professor of Religious Education

JOHN C. SWENSON, M.A.
Professor of Economics and Sociology

CHARLES E. MAW, Ph.D.
Professor of Chemistry

CHRISTEN JENSEN, Ph.D.
Professor of History and Political Science
Dean of Graduate School

ELBERT H. EASTMOND, B.Pd.
Professor of Art

AMOS N. MERRILL, Ph.D.
Professor of Secondary Education
Acting Dean of College of Education

ALICE L REYNOLDS, A.B.
Professor of English Literature

*On leave of absence.

CARL F. EYRING, Ph.D.
Professor of Physics and Mathematics
Dean of College of Arts and Sciences

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THOMAS L. MARTIN, Ph.D.
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Dean of College of Fine Arts

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Professor of Rural Social Economics
Dean of College of Applied Science
Director of Extension Division

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Director of Training Schools

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Assistant Professor of Religious Education

NETTIE NEFF SMART, B.S.
Dean of Women

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Instructor in English

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Instructor in Chemistry

FRED W. DIXON, B.S.
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Instructor in Secondary Training School

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Special Instructor in Speech

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Instructor in Physical Education for Women

MARGARET SUMMERHAYS
Instructor in Music

MARGARET SWENSON, B.S.
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Instructor in Elementary Training School

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Instructor in Elementary Education

BARBARA MAUGHAN, B.S.
Instructor in Elementary Education

VISITING INSTRUCTORS AND LECTURERS

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Church Commissioner of Education

DR. CHARLES C. WEIDEMANN
Professor of Educational Administration, Director of Bureau of Educational Reference and Research, University of Nebraska

DR READ BAIN
Professor of Sociology, Miami University

DR. GEORGE STEWART
Senior Ecologist, U. S. Forest Service.

MR. ROSCOE GROVER
Special Instructor in Speech

MR. DeVOE WOOLF
Principal South High School, Salt Lake City

DR. HENRY NEUMANN
Leader of the Brooklyn Society for Ethical Culture

ELLSWORTH C. DENT
Secretary and Treasurer of the Department of Visual Education of the National Education Association

General Information

The Brigham Young University offers in its Summer Quarter an unusual educational and social opportunity.

The summer session presents a liberal offering of courses in many lines, and provides close personal contact between instructor and student. The instruction is given by an excellent corps of teachers nearly all of whom belong to the regular staff, so that the subjects taught are in charge of the specialists that teach them during the other quarters of the school year. This offers to those who can attend summer school only, as great an opportunity of contact with the leading educators in their respective fields as if they attended during the remainder of the year.

The work of the University is organized into the following colleges and divisions:

College of Education
College of Arts and Sciences
College of Commerce
College of Applied Science
College of Fine Arts
Extension Division
Research Division
Graduate School

PROVO

The Brigham Young University is fortunate in being located in Provo, the heart of Utah County. Provo, from every angle, is a splendid summer school town. Because of its unusually fine climate, and its great variety of fruits, flowers and trees it has long been called the Garden City. It is located in the heart of outdoor

attractions. From the "Y" campus, roads radiate in all directions along which outdoor pleasures may be found.

ACCOMMODATIONS

The people of Provo have shown great educational patriotism in providing for the comfort and convenience of students. If patrons will make their wants known in advance, delays in getting properly located will be avoided. The price of accommodations at private homes varies as at hotels and rooming houses, the rate depending upon what the student wants and is willing to pay.

Special Features

OPPORTUNITIES FOR RECREATION

The Brigham Young University is ideally located from the point of view of summer recreation. Splendid roads, leading into forests and mountain trails, combine to make B. Y. U. summer recreation the really recreative kind. The department of Physical Education of the summer school organizes the activities during the summer session in a way that makes them of the highest recreational value.

The following is the 1934 summer session recreation calendar:

Thursday, June 14	**Annual Get - Acquainted Social**—Ladies' Gym. Summer school students and their friends are invited as guests of the institution.
Saturday, June 16	**Sunrise Hike to the Famous "Y" on the Mountain and Maple Flat.** Hikers will meet at the foot of the "Y" trail, 8th North and 12th East, at 5:30 a. m. It takes about one hour of slow hiking to reach the "Y." From here the students will proceed to Maple Flat, where a most wonderful scenic attraction awaits them. Students should participate in this hike, as it is an excellent conditioner for the annual Mt. Timpanogos climb.
Friday, June 22	Dancing—Ladies' Gym. All students and their friends are

	cordially invited to enjoy this dance, as guests of the summer school.
Saturday, June 23	**Annual Trip to Columbia Steel Mills and Pacific States Cast Iron Pipe Plant.** This trip is highly educational as an opportunity to observe the processes of steel and pipe making.
Saturday, June 30	**Steak Fry and Swim**
Wednesday, July 4	**Independence Day.**
Friday, July 6	**Boat Trip to Bird Island, Utah Lake—**
Saturday, July 14	**Trip to Timpanogos Cave and Plunge in Schneider Hot Pots at Midway.**
Thursday, July 19	**Pre-Timp-Hike Frolic** — Ladies' Gym
Friday, July 20	**Annual Timpanogos Hike Program and Bonfire**—Theatre of the Pines, Aspen Grove.
Saturday, July 21	**Twenty-third Annual Timpanogos Hike**—A pilgrimage to the brow of Old Timpanogos. Each person reaching the summit on this day will be officially inducted into full membership in the "1934 Timpanogos Summit Club," and will be presented with the official Summit Club Badge.

The Twenty-third Annual Timpanogos Hike to the summit of Mt. Timpanogos, Utah's wonder mountain, takes place at the close of the first term of summer school. The hike is sponsored by the department of Physical Education of Brigham Young University, cooperating with the Provo City Chamber of Commerce, the Kiwanis, Rotary and Lions Clubs, The American Legion, Post No. 13, and other civic and social organizations of the city and county. The hike is ushered in with a mammoth program in the Theatre of the Pines, and with a spectacular bonfire. The age of the hike is counted with brilliant sky rockets, which announce in splendor that the annual pilgrimage to the brow of Timpanogos is officially opened. The program begins Friday, July 20, at 8 o'clock p. m. Immediately following the program and bonfire, many groups "hit the trail" for the top. Those who wish to sleep for a few hours before beginning the six-mile trek usually roll up in a blanket in the shadows of the aspens, and await the break of morn. Old-timers prefer to leave camp between 3:30 and 4:00 a. m. Saturday.

The hike is no longer a sectional activity but is national in scope. Most of the states in the Union have been represented at one time or another at the hike. The road to Aspen Grove by way of Provo Canyon has been oiled. Consequently, motorists can reach the Grove in comfort and safety. Aspen Grove is but 17 miles from Provo.

The trip to the top of Mt. Timponogos is an event of a lifetime. The famous mountain trail, winding thru myriads of flowers, the scores of dashing waterfalls; the smell of the pines, the delicious ice-cold water, Emerald Lake, with its icy, deep, greenish-blue water; the unique glacier; the towering cliffs; and last but not least, the thrilling slide down the glacier, all combine to make the hike a wonderful experience.

Timpanogos Cave Trip. Summer school students make an annual trip to the famous Timpanogos Cave in American Fork Canyon. From the mile-long trail leading to the cave magnificent views may be had of American Fork Canyon. The government is opening up a series of new subterranean ravines connected with the present cave, which make this trip even more magnificent and brilliant than any before. In all probability this addition will be ready for the summer school excursion. The annual Timpanogos Cave Trip will be held Saturday, July 14. After visiting the cave, the party will make a trip around the new Timpanogos Loop of the Alpine highway to Provo Canyon. Brief stops will be made at the site of the ancient Big Tree, the Salamander Lake, Aspen Grove, and the Boy Scout Camp. After reaching the state highway in Provo Canyon, the party will proceed to Midway, where an enjoyable plunge in the Schneider Hot Pots will be had. The Schneider Hot Pots is not only a delightful place to swim, but is the seat of a most intersting geological formation.

Outing on Utah Lake. One of the principal events of the summer session is the annual outing on Utah Lake. Although the lake is used almost daily by small swimming and boating parties, at least one big student outing is arranged. The second annual summer trip to Bird Island, via the big Smith-Strong boat will be this summer, July 6. Members of the Zoology, Geology, and Botany Departments will be invited to join the expedition and explain the various interesting features of the history and origin of the lake, and its past and present life.

SPECIAL LECTURE COURSE

MODERN ECONOMIC, POLITICAL AND SOCIAL TRENDS

An outstanding feature of the Brigham Young University Summer School has been the splendid general lecture courses. These lectures are given at the assembly periods three times a week—Mondays, Wednesdays and Fridays, at 11:30. They are made more attractive by an excellent musical program. Students may register for this lecture course and receive one hour credit. See Philosophy of Education 114s.

Perhaps at no time in history has there been such a wide-spread interest in social reconstruction as at the present. The experimentation going on in the various nations of the world, and in governmental procedure, makes the subject of modern economic, political, and social trends of vital importance. The hectic affairs which are being experienced in every nation presents a series of events which make the ordinary person dizzy in an attempt to realize what will come next. These topics and trends will be discussed. The names of those taking part and their subjects follow:

Dr. Henry Neumann. Dr. Neumann is one of America's outstanding and popular university lectureres. He has lectured extensively in all parts of the United States, always carrying a vital message of moral and spiritual values. Dr. Neumann is the leader of the Brooklyn Society for Ethical Culture. He has represented America on the Commission of the Educational Congress at The Hague. He is the author of many books and articles, among which are: "Education and Moral Growth," "The Drums of Morning," "Moral Values in Secondary Education," "Teaching American Ideals Through Literature," and co-author of "Moral Educa-

tion and College Teaching," and "The Child—His Nature and His Needs." Dr. Neumann will give a series of lectures on "Worthwhile Books and Other Books."

Dr. Charles C. Weidemann. Dr. Weidemann is Director of the Bureau of Educational Reference and Research at the University of Nebraska. Besides giving courses during the first term, he will lecture to the entire student body. The subjects for his talks are, "Recent Movements in Education," and "The Scope and Changes in Educational Research." Dr. Weidemann is a graduate of Columbia University. He was associate Professor of History at the University of Nebraska, 1926-1928, Professor of Education, 1930, Summer Session, 1931; University of Southern California, Summer Session, 1932; University of Washington, and Director of Bureau of Educational Reference and Research at the University of Nebraska since 1928. He will lecture on "The Hour of Decision"; Spengler's Supplement to "The Decline of the West"; and "The Ethical Message of John Galsworthy."

Dr. Read Bain. Professor of Sociology, Miami University. Besides giving courses in modern trends in Social Organization, and trends in associnomics, he will give a number of lectures to the entire student body. His subjects will be: "Cultural Confusion in America"; "Ten Ways to be a Bad Parent"; "The Menace of the Moron"; Personality Problems of Teaching"; "What is Higher Education?"; "The Newest (and Next to the Last) Frontier"; Personality of the Social Worker"; "The Future of Leisure"; "Sociology and Natural Science"; "Prisons: Today and Tomorrow."

Dr. Bain has had extensive summer appointments in universities both in the West and in the East. He is co-author of a number of books, among which are: "Trends in American Sociology"; "Social Progress"; "Fields and Methods of Sociology"; and has done a

number of Monographs, and has written extensively for magazines.

Dr. John A. Widtsoe. Dr. Widtsoe, a noted educator and writer, will give lectures to the students during the summer. Dr. Widtsoe took his B. S. at Harvard; his M. A. and Ph. D. at the University of Gottinden. He was a traveling fellow of the graduate school of Harvard University. He received his LL. D. from the Utah State Agricultural College. He has been president of the Utah State Agricultural College, and of the University of Utah. He is now a member of the Council of the Twelve Apostles of the Latter-Day Saints Church, and is Church Commissioner of Education. He is the author of dry farming irrigation practices, and numerous popular and scientific articles.

Elsworth C. Dent. Secretary and Treasurer of the Department of Visual Education of the National Education Association. In preparation for his work, Mr. Dent has held the following positions: Secretary of the Extension Division of Kansas State Teachers' College, Secretary of the Bureau of Educational Standards, Kansas State Teachers College; Secretary of Bureau of Visual Instruction, University Extension Division, Lawrence, Kansas; Instructor in courses in Visual Instruction, Summer Session, University of Kansas, Drake University, and Southwest Missouri Teachers College; Secretary of National Academy of Visual Instruction; Secretary of the combined department of Visual Instruction of the National Education Association and the National Academy of Visual Instruction; editor of the Educational Screen and Visual Review. Mr. Dent will give lectures extending over an entire week on various phases of this most interesting educational problem.

Dr. Gerrit de Jong, Jr. Dr. de Jong is Professor of Modern Languages and Dean of the College of Fine Arts

at the Brigham Young University. He is well known in the intermountain region as a popular lecturer on cultural subjects. He studied in Europe, Mexico and the United States, and is a graduate of Stanford University. His cosmopolitan outlook on life, and his linguistic abilities make him a valuable interpreter of changing European conditions particularly. His lectures to the Summer School students wil be on, "German Culture and the New German Government."

ALPINE SUMMER SCHOOL

During the summer of 1922 Brigham Young University established an Alpine Summer School at the base of Mt. Timpanogos. The school is located well up in the Alpine region, in a beautiful aspen grove, at an elevation of 6,800 feet.

The first session was an experiment, but the region proved to be such a wonderful laboratory for original research in biology, geology, and nature work, that the Alpine Summer School was made a permanent institution.

The curriculum has been enlarged, and now includes the natural sciences, fine arts, literature, philosophy, sociology, English, economics, psychology, history and religious education.

In addition to many short hikes connected with the Alpine Term, two outstanding trips are featured. They are the annual Botany-Geology hike up Mt. Timpanogos and the annual trip to Mirror Lake in the Grand-daddy Lakes region.

Dormitories are provided for both men and women, and the women are under the direct supervision of the Dean of Women. Meals are served in the dining hall, and a central reading room and social center is provided. All students are expected to observe a few definite rules

which make for the comfort, convenience and enjoyment of the group.

Registration for Alpine Term—

For those entering for Alpine Term only, the fee is.....$25.00

For those who have been in attendance the first term, there is an additional fee of..$15.00

Transportation, Provo to Aspen Grove—

The University will furnish transportation, including baggage, up and back, to students who board with the institution. Extra trips on week-ends, etc., will have to be paid for by the students. Trucks will leave the University for Aspen Grove, Friday, July 20, and Sunday, July 22. Baggage going under the above arrangements must be delivered to the University and checked under an arrangement similar to that used by railroads.

Board and Lodging—

The University operates a dining hall and dormitories at Aspen Grove for men and women. Board and room for the entire term is $38.50.

Students in attendance less than the entire term will be charged $10.00 a week for board and room. Registered students may occupy their cots during the Timpanogos Hike without cost. The regular school accommodations are effective beginning with supper, Sunday evening, July 22.

In the dormitories, a cot and mattress are furnished, but all additional item, such as pillows, blankets, towels, soap, etc., must be furnished by the student.

Married persons with families may, by permission of the President, be given camping privileges. Camping sites to such will be assigned by Professor H. R. Clark.

Those who camp are advised to provide themselves with adequate camping equipment. Groceries, etc., may be purchased from the University Commissary.

Laundry, Mail, etc.—

Students may mail their laundry home, or it may be sent to a Provo laundry through the school. Mail for the students should be addressed to Alpine Summer School, Brigham Young University, Provo, Utah.

THE GRADUATE SCHOOL

The essential aim of graduate study is to develop the power of investigation, and to encourage the spirit of research.

Two higher degrees are offered: the Master of Arts degree, provided the candidate meets the foreign language requirement for the Bachelor of Arts degree; and the Master of Science degree, if such foreign language requirement is not met.

Each candidate for a higher degree is expected to possess a broad, general knowledge of his major subject, and a fair degree of information in his minor field.

The requirements for a Master's Degree are: (1) the completion of 48 quarter hours of graduate credit, of which not fewer than 32 hours must be completed in residence; (2) the writing of an adequate thesis in some field of investigation within the major department; (3) the passing of a satisfactory oral examination.

The requirements for the Master's Degree can ordinarily be completed in three full quarters of work. Students, by attending three full summer sessions (two terms each session), can meet these requirements. Consult the general catalogue for further details concerning graduate work.

DEMONSTRATION CLASSES

Demonstration classes are conducted to illustrate the working out of modern methods.

These demonstration classes are organized on three levels:

1. Demonstration groups consisting of six- and seven-year-old children, to illustrate the method in the lower primary grades. This demonstration class will also be given in connection with a course entitled, "Spec-cal Methods in Lower Primary Subjects." Elementary Education 62s.

2. A group organized for the purpose of demonstrating the problems of remedial teaching to be given in connection with a course in "Remedial Teaching." In this group, pupils who are unsuccessful during the winter will be diagnosed, and corrective methods worked out and demonstrated.

3. A demonstration class organized on the junior high school level. It will be used to demonstrate the theory and methods in secondary teaching. It will be given in connection with Secondary Education 56s.

FEES

ENTRANCE FEES

First of the six-week terms	$20.00
Alpine term	25.00
Both terms	35.00
Pupils in Demonstration Courses, each	2.50
Gymnasium Service Fee	.50

SPECIAL ALPINE SCHOOL FEE

Board and Room	$38.50

Regular Courses of Instruction

While regular classes will not be held for fewer than five graduate students, such students may register for graduate work in any of the major lines offered by the University and receive individual attention. Courses bearing numbers above 100 are primarily for graduate students.

Courses not announced in this catalogue, but listed in the Annual Catalogue of the University, may be organized, provided a sufficient number of students apply.

AGRONOMY

Professor Martin; Mr. Shaw

61s. Economics of Farm Organization and Management— First term. Daily. Three hours credit. Shaw.

A study of the application of economic principles to the management and organization of a farm business. Discussion of proper size, balance, diversity, and relationship between the various enterprises.

98s and 198s. Special Problems in Soils—First term. Credit, time and subject matter to be arranged. Martin.

Chemical, bacteriological and other special laboratory work.

ANIMAL HUSBANDRY

Assistant Professor Ivins

8s. Poultry Farming.—First term. Daily. Three hours credit.

Discussion of breeds of poultry, poultry house construction, hatching, brooding, rearing of pullets, feeding for eggs, culling.

110s. Research Poultry Problem—Time and credit to be arranged.

Designed for students in Animal Husbandry who desire to become acquainted with research methods.

ART

Professors Eastmond, Larson; Assistant Professor Jensen

1s and 52s. Art Appreciation and Picture Study—First term. Four recitations a week. One or two hours credit. Larsen.

An introduction to important works of art, with emphasis upon American painting. A course designed for teachers of elementary and high schools, and all who desire a more appreciative acquaintance with masterpieces in painting and sculpture.

4s, 78s, and 157s. Out-of-Doors Sketching—First term. Daily. One to nine hours credit. Larsen.

Emphasis will be placed upon the pencil, charcoal, and pastello colors as media of expression.

11s, 64s, and 164s. Water Color Painting—Alpine term. Four recitations a week. Two hours credit. Eastmond.

Objective and subjective composition and color theory as applied to landscape painting. Studio still life painting.

38s, 68s, and 168s. Oil Painting. First term. One to nine hours credit. Larsen.

Landscape painting emphasized.

41s, 42s, 43s, 11s, and 64s. Normal Art and Water Color Painting.—First term. Four receitations a week. Two hours credit. Jensen.

Courses designed for teachers of the grades. They correlate art with the other subjects of the curriculum, and use it as a motivating agent for unit work. Water color technique emphasized.

61s and 142s. Commercial Art.—First term. Four recitations a week. Two hours credit. Jensen.

The art of lettering with the speedball pens and the brush. Poster composition and "layout." Practical show card work.

54s, 73s, and 68s. Studio Work.—Alpine term. Time and credit to be arranged. Eastmond.

Landscape painting in oil; Decorative painting; offset hand printing (monotyping, block printing etc.); applied designing. Special art methods, adapted to individual needs, for normal students majoring and minoring in art.

72s. Applied Design.—First term. Four recitations a week. Two hours credit. Jensen.

Practical application of the principles of design to crafts work. (leather, metal, textiles, etc.)

84s. Art Pageant Production—First term. Hours and credit to be arranged. Eastmond.

Pageant writing; principles of art pageant composition; costume and property designing and construction; application of color theory. Emphasis upon outdoor production.

LANDSCAPE ARCHITECTURE

Associate Professor Morris

9s. Plant Materials—First term. Three recitations a week. Three hours credit. Morris.

The identification and classification of ornamental plants.

20s. Theory and Practice of Landscape Architecture—First term. Three recitations a week. Three hours credit. Morris.

The underlying principles of landscape design for small home properties and public grounds. Plans will be criticized and visits made to gardens and parks.

BOTANY

Professor Martin; Mr. Harrison; Dr. Stewart

3s. Flora of Timpanogos.—Alpine term. Three recitations and two three-hour laboratory periods a week. Three hours credit. Harrison.

The identification of the flowering plants and ferns of Timpanogos, and training in the use of manuals along with some individual collecting.

9s. Plant Materials—First term. Three hours credit. Morris. (See Landscape Architecture 9s.)

21s. General Bacteriology. — First term. Daily. Three hours credit. Martin.

This course will consist of a study of the general characteristics and activities of microorganisms, and their relation to man.

22s. General Bacteriology Laboratory.—First term. Two hours credit. Martin.

A laboratory course in general bacteriology, designed to accompany Botany 21s.

25s. Teaching of Science. — First term. Daily. Three hours credit. Stewart.

This course is designed especially for elementary and high school teachers of science. Subject matter and methods of organization and presentation of subject matter in high school and elementary science courses will be emphasized.

50s. Algae and Fungi,—Alpine term. Four recitations and two three-hour laboratories a week. Three hours credit. Harrison.

A study of the morphology, life histories, classification and relationships of the principal groups of algae and fungi. Forms occurring on Timpanogos are given special attention. Prerequisite: Botany 1.

80s. Genetics.—First term. Daily. Three hours credit. Stewart.

This course will deal with the biological principles of life. A study will be made of the germ cell and its relation to the laws of inheritance. Variation, mutation, inheritance of acquired characteristics, etc., constitute the principal topics for study.

85s or 185s. Special Problems in Botany.—Both terms. One to five hours credit. Time to be arranged. Martin and Harrison.

CHEMISTRY

Professor Maw; Mr. Peterson, Mr. Johanson

1s. Elementary General Chemistry.— First term. Daily. Three hours credit. Maw or Peterson.

This is an introductory course, intended for students who have not had high school chemistry. The principles

and theories of chemistry are considered in connection with the non-metals.

2s. Elementary General Chemistry.—First term. Daily. Two hours credit. Laboratory course. Peterson or Johanson.

This course is designed to illustrate the principles in Chemistry 1s. Experiments illustrating household chemistry and the chemistry of daily life are emphasized.

6s. Elementary Qualitative Analysis—First term. Two to five hours credit. Maw and Johanson.

Study of the metallic elements and of the theory and practice of inorganic qualitative analysis.

10s. Elementary Quantitative Analysis—First term. Lectures and Laboratory. Two to five hours credit, depending on the work done. Maw and Johanson.

This course gives training in the technique of gravimetric, volumetric and electrolytic processes in quantitative determination.

51s or 151s. Principles of Inorganic Chemistry—First term. Four recitations. Two hours credit. Peterson.

Discussion of chemical theories and important generalizations in the field of inorganic chemistry.

52s or 152s. Principles of Inorganic Chemistry.—First term. Daily. Two hours credit. Peterson.

Laboratory course to accompany 51s or 151s.

63s or 163s. Advanced Quantitative Analysis.—First term. Credit to be arranged. Maw and Johanson.

Laboratory course in systematic mineral analysis and volumetric assays.

70s. Organic Chemistry — First term. Daily. Three hours credit. Course (a). Maw and Johanson.

Introduction to the study of carbon compounds. A study of the more important synthesis and the reactions of the different classes of organic compounds are discussed.

70s. Organic Chemistry.—First term. Two hours credit. Course (b). Maw and Johanson.

Laboratory course to accompany course (a). First-hand acquaintance with typical organic compounds, with the various classes, is given in this course.

71s. Organic Chemistry—First term. Daily. Three hours credit. Course (a). Maw and Johanson.

This is a lecture course, and a continuation of 70s. (a), with special emphasis on the aromatic compounds.

71s. Organic Chemistry—First term. Two hours credit. Course (b). Maw and Johanson.

A laboratory course which is a continuation of 70s, (b).

82s or 182s. Physical Chemistry — First term. Three hours credit. Four lecture and recitation periods and two three-hour laboratory periods per week. Peterson.

Lecture, recitation, and problem course dealing with general physical chemistry.

ECONOMICS

Professor Miller; Associate Professor Boyle

2s. Contemporary Economic Problems. — First term. Three hours credit. Daily. Miller.

A study and discussion of carefully selected problems of outstanding importance in present-day life. Special attention will be given to recent problems and policies.

7s. Priciples of Economics. Alpine term. Three hours credit. Boyle.

This course is a more advanced study of the underlying principles of Economics. A study of the current economic issues of the day.

61s or 161s. Industrial Problems.—Alpine term. Three hours credit. Boyle.

A survey course of the economic factors of the industrial revolution. The new status of labor under the codes, with the attending problems of wages, hours, and working conditions.

67s or 167s. Public Finance and Taxation.—First term. Daily. Three hours credit. Miller.

This course will emphasize particularly the recent changes in principles of local and state taxation, and changes in financial administration. An extensive study of recent state plans is required.

EDUCATION

The College of Education has the following departments: Educational Administration, Elementary Education, Philosophy of Education, and Secondary Educa-

tion; also training schools on both the elementary and secondary levels. During the summer session all specific requirements for certification are given. Students have the privilege of observing in both elementary and secondary demonstration schools, where the best and most up-to-date methods are presented.

EDUCATIONAL ADMINISTRATION

Associate Professor Sudweeks; Professor Weidemann
Mr. Woolf

52s or 152s. Organization and Technique of Secondary Schools.—First term. Four days a week. Two hours credit. Woolf.

This course deals with the methods of adjusting in school to the growing child, and the child to a growing society.

73s or 173s. General Educational Administration—First term. Daily. Three hours credit. Open to upper division and graduate students. Weidemann.

This course offers students an opportunity to study the present methods of organizing to administer state, city, and other local school systems.

79s or 179s. Statistical Methods.—First term. Daily. Three hours credit. Sudweeks.

This course deals with the principles and methods underlying the compilation and interpretation of educational data. A desirable prerequisite for courses or problems in research.

87s or 187s. Public School Business Administration.—First term. Three hours credit. Weidemann.

Justification, objectives, purposes, definition of com-

monly used terms; criteria for evaluating an issue; types of organization; fiscal control; board and board meetings; the executiveship; informing the board.

147s. Research Work.—First term. Four days a week. Two hours credit. Sudweeks.

For seniors and graduates who are working on or towards a Master's thesis, or on a research problem. Scientific method, technique of research, and definite guidance on a specific problem.

ELEMENTARY EDUCATION

Assistant Professor Boyle; Mrs. Watkins; Miss Maughan

12s. The Elementary School Curriculum. — First term. Daily. Three hours credit. Watkins.

This course meets the requirements of the Utah State Board of Education for knowledge in this field.

The course attempts to meet the general demand for a greater mastery of subject matter.

55s. School Organization and Administration.— First term. Daily. Three hours credit. Boyle.

This course will acquaint teachers with the school as an institution, in its relation to the state and the community, and will introduce the problems of school organization.

62s. Special Methods in Lower Primary Subjects.— First term. Daily. Three hours credit. Watkins.

A consideration of the underlying principles, objectives and methods of teaching in the lower primary grades, with special emphasis on activities in the primary school.

66s. Principles of Curriculum Reconstruction.—First term. Daily. Three hours credit. Maughan.

This course deals with a consideration of fundamental principles of philosophy of education and psychology in their application to purposes, materials and pupil activities.

68s. Improving the Reading Program.—First term. Four days a week. Two hours credit. Maughan.

This course will consider the characteristics of a good reading program, new trends that should come into this part of the school as adjustment is made to present demands.

PHILOSOPHY OF EDUCATION

Professor Wilson; Assistant Professors Boyle, Ivins

61s. Educational Sociology.—Alpine term. Daily. Three hours credit. Wilson.

This course deals with the social factors which should be given consideration in modern educational theory and practice.

81s. Science of Education.—First term. Daily. Three hours credit. Boyle.

This course should be preceded by work in psychology. A consideration of the fundamental problems of educational theory and practice; the aims, standards and content of education.

100s. A Study of the Religious Systems of the East.—First term. Three hours credit. Ivins.

A comparison of the religious concepts of Hinduism, Buddhism, Taoism, Confucianism, Zoroastrianism, Shintoism, and Mohammedism, with the fundamental religious ideas of Christianity.

114s. The Modern Economic, Political and Social Trends.—First term. Three times a week. One hour credit. Dr. Henry Neumann, Dr. Read Bain, Dr. C. C. Weidemann, Dr. Gerrit de Jong, Professor Elsworth C. Dent, Dr. George Stewart.

SECONDARY EDUCATION

Professor Merrill; Mr. Woolf. Mr. Jensen, Mrs. Rich

51s. Organization, Administration, and Teaching in Secondary Schools. First term. Four days a week. Two hours credit. Merrill.

This course is designed to include a study of methods of teaching in high school, necessary as a prerequisite for practice teaching. Courses 51s and 52s are required of those desiring recommendation to the State Board of Education for certification.

56s. Demonstration in High School Teaching.—First term. One hour credit. Merrill, Jensen and Rich.

Open to all students of the summer school. Demonstration will be conducted every Tuesday and Thursday. In these demonstrations an opportunity will be given to observe the best methods of organizing and presenting subject matter for the attainment of specific end products of training.

91s or 191s. High School Curriculum.—First term. Daily. Three hours credit. Woolf.

This course deals with the modern practices in planning, revising, and administering the curriculum of the Junior High School. Students who register for this course are advised to register for course 56s also.

94s or 194s. Educational and Vocational Guidance. First term. Daily. Three hours credit. Merrill.

Survey will be made of the developments in the field of educational guidance. A consideration of the principles of vocational experience as a feature in determining the choice of an occupation.

ENGLISH

Professors Christensen, Reynolds; Associate Professor Jensen; Assistant Professors Rowe, Young

1s. Rhetoric and Composition.—First term. Daily. Three hours credit. Jensen.

Required freshman English course. Review of grammar and exercises in writing.

11s. Advanced English Grammar.—Alpine term. Daily. Three hours credit. Young.

Prerequisite: Freshman English.

23s.—Contemporary British Literature.—First term Daily. Three hours credit. Rowe.

58s. The New Biography. — First term. Daily. Three hours credit. Jensen.

A study of the best of recent biographies.

62s or 162s. Modern British Drama.—First term. Daily. Three hours credit. Reynolds.

73s or 173s. English Literature from 1660 to 1780.—Alpine term. Daily. Three hours credit. Young.

74s or 174s. English Literature from 1780 to 1832.—First term. Daily. Three hours credit. Rowe.

82s or 182s. Shakespeare.— First term. Daily. Three hours credit. Christensen.

85s or 185s. Tennyson.—First term. Daily. Three hours credit. Reynolds.

98s or 198s. Literary Criticism.—First term. Daily. Three hours credit. Christensen.

GEOLOGY AND GEOGRAPHY

Professor Hansen; Mr. Coffman

GEOLOGY

55s. Physical Geology.—First term. Daily. Three hours credit. Coffman.

A study of land forms, geological structures, disposition of rock-forming sediments, and the work of winds and water. Lectures daily, and three field trips.

56s. Historical Geology.—Alpine term. Daily. Three hours credit. Hansen.

A course in the development of the earth, and the forms of life that have inhabited it.

100s or 101s. Research.—Alpine term. Credit proportional to amount of work done. Hansen.

Under this course special problems in the field of geology may be assigned to students prepared to do original work. Hours and credit to be arranged.

GEOGRAPHY

31s. Geography of Economic Production.— First term. Daily. Three hours credit. Coffman.

This course deals with the geographic and human factors that have governed the development and localization of industry.

ANTHROPOLOGY

51s or 151s. General Anthropology.—Alpine term. Daily. Three hours credit. Hansen.

A general introductory course in the study of the science of man, based on old and new world sources of evidence.

HISTORY

Professor Snow; Associate Professor Sperry
Assistant Professor Swenson

29s or 129s. History of Latin America.—Alpine term. Three hours credit. Snow.

This course will cover the origin and evolution of Colonial Hispanic America, the achievement of independence and the inter-relation of the United States and the Hispanic American Republic.

54s or 154s. Grecian History.—First term. Two hours credit. Sperry

A study will be made of the main contributions of the Greek people to our civilization. The fifth and fourth centuries will be given special consideration.

57s or 157s. Roman History.—First term. Three hours credit. R. Swenson.

A brief survey of the republic, and a more intensive study of the imperial period down to Justinian. Considerable attention will be given to the underlying economic, social, and cultural forces which shaped the destiny of the empire in its political development and decline.

72s or 172s. The World Since 1914.—Alpine term. Three hours credit. Snow.

The purpose of this course will be to acquaint the students with the outstanding problems that confront the world today.

78s or 178s. A History of Outstanding Movements in Europe Since the Reformation.—First term. Two hours credit. Sperry.

A study of the challenging ideas and movements that have so profoundly changed the course of European history from the days of the Reformation.

HOME ECONOMICS

Associate Professor Warnick; Miss Swenson, Miss Billings

CLOTHING AND TEXTILES

1s or 70s. Clothing Selection and Construction.—First term. Two hours credit. Two hours laboratory, M.T.W.Th.. Billings

Fundamental principles of clothing selection and construction applied to personal clothing.

65s. Costume Design.—First term. Two hours credit. Two hours daily, M.T.W.Th. Billings.

A study of art principles and their application to costume design, with special consideration of line, texture, and color to suit definite types. Prerequisites: Art 21 or 25.

FOODS AND NUTRITION

5s. Elementary Nutrition.—First term. M.T.W. Th. Two hours credit. Swenson.

A study of the nutritive properties of common food materials and the essentials of a normal diet. Designed

primarily for normal students. Open to men and women students.

50s. Large Quantity Cookery.—First term. 10:30-1:30. Daily. Three hours credit. Swenson.

Experience in management of school cafeterias, quantity cookery, marketing, keeping of cafeteria accounts. Prerequisites for students majoring in foods and nutrition: Courses 21, 22, 23.

HOUSEHOLD ADMINISTRATION

64s. Housing Problems of the Modern Family.—First term. Daily. Three hours credit. Warnick.

This course will aim to present and discuss problems facing the homemaker today, in the selection of shelter for the family.

80s. Child Care.—First term. Daily. Three hours credit. Warnick.

Agencies working for child welfare; problems of parental and infant care; physical and mental standards of development; general care and hygiene of mother and child.

MATHEMATICS

Associate Professor Hales

12s. College Algebra.—First term. Daily. Three hours credit. Hales.

A brief review of high school algebra, followed by a study of quadratic equations, permutations and combinations, determinants, etc.

MECHANICS

Assistant Professor Snell; Mr. Bigelow

7s. Tool Technique.—First term. Daily. 1:30-3:30 or 3:30-5:30. Two hours credit. Snell.

Sharpening, care and use of woodworking hand tools applied in sawing, joining, fastening, etc.

17s. Turning.— First term. Daily. 1:30-3:30 or 3:30-5:30. Snell.

A beginning course, fundamentals and two projects. Class limited to available lathes each period.

12s. Elementary Auto Mechanics.— First term. Daily. 1:30-5:30. Three hours credit, based on five two-hour periods. Bigelow.

General mechanical repair (on one's own car, if preferred.) One lecture period.

52s. Generators and Starting Motors.—First term. Daily. 1:30-5:30. Three hours credit, based on five two-hour periods. Bigelow.

Machine work and automotive electrical work. Mechanics 13, or its equivalent, prerequisite.

58s. Carpentry.—First term. Daily. 1:30-5:30. One to three hours credit . Snell.

Use of steel square in framing, stair construction, general inside finish.

64s. Mill Work.—First term. Daily. 1:30-5:30. One to three hours credit. Snell.

Figuring mill work, machine procedure in construction of frames, sash, built-in cabinets, etc.

65s. Pattern Making.—First term. Daily. 1:30-5:30. One to three hours credit. Snell.

The principles of pattern making are taught through the making of simple patterns for machine parts.

66s. Upholstery.—First term. Daily. 1:30-5:30. One to three hours credit. Snell.

Typical forms of upholstery, including foundations with and without springs.

DRAWING

2s to 5s; 10s to 18s; 51s to 53s. First term. Daily. 1:30-5:30. One to three hours credit. Snell.

Any course may be taken for which prerequisites have been met. See general catalogue for description of courses.

MODERN LANGUAGES

Professors Cummings, De Jong

FRENCH

1s. Elementary French.—First term. Five sessions each week. Three hours credit. Cummings.

Designed for those who have had no French, and those who desire to acquire reading knowledge. May be taken for purpose of review. Development of a large reading vocabulary emphasized. Attention is to given to pronunciation and the fundamentals of grammar.

2s. Elementary French.—Alpine term. Five sessions each week. Three hours credit. De Jong.

Continuation of French 1s.

51s. Advanced French.—First term. Five sessions

each week, jointly with French 1s. Two hours credit. Cummings.

Designed for those who desire to perfect their reading knowledge of French. Besides the material used in French 1s, this course includes additional reading material.

52s. Advanced French.—Alpine term. Five sessions each week, jointly with French 2s. Two hours credit. De Jong.

Continuation of French 51s.

147s. Rousseau. First term. Three sessions each week. Two hours credit. Cummings.

Lectures, readings, oral and written reports in French.

GERMAN

1s. Elmentary German.—First term. Five sessions each week. Three hours credit. Cummings.

Designed for those who have had no German, and those who desire to acquire reading knowledge. May be taken for purposes of review. Development of a large reading vocabulary emphasized. Attention is given to pronunciation and the fundamentals of grammar.

2s. Elementary German.—Alpine term. Five sessions each week. Three hours credit. De Jong.

Continuation of German 1s.

51s. Advanced German.—First term. Five sessions each week, jointly with German 1s. Two hours credit. Cummings.

This course is designed for those who desire to perfect their reading knowledge of German. The materials

of German 1s are rapidly reviewed, and, in addition, a quantity of reading of intermediate grade is used.

52s. **Advanced German.**—Alpine term. Five sessions each week, jointly with German 2s. Two hours credit. De Jong.

Continuation of German 51s.

147s. **Thomas Mann.**—Alpine term. Three sessions each week. Two hours credit. De Jong.

Lectures, readings, oral and written reports in German.

MUSIC

Professor Robertson; Associate Professor Sauer; Assistant Professor Hanson; Miss Summerhays, Mr. Nelson, Mr. Fitzroy Mrs. Packard, Mr. Buggert

THEORY OF MUSIC

21s, 22s, 23s. **Harmony.**—First term. Four times a week. Three hours credit. Robertson.

Intervals, primary trials, dominant seventh cord, non-harmonic tones, open harmony.

41s. **Public School Methods.**—First term. Four recitations a week. Two hours credit. Hanson.

Materials and methods for the grades.

71s, 72s, 73s. **Harmony.**—First term. Four times a week. Three hours credit. Robertson.

Prerequisite: Theory of Music 21, 22, 23. Modulation; secondary seventh chords, altered chords; non-harmonic tones; modern harmony; form and analysis.

77s. Band Arrangement.—First term. Four recitations a week. Two hours credit. Sauer.

A practical course in arranging simple music for band. Designed to aid supervisors and teachers of band.

91s. High School Methods.—First term. Four recitations a week. Two hours credit. Hanson.

Special technique of instruction and materials for the junior and senior high schools. Terms and fees arranged with teacher.

121s, 122s, 123s. Counterpoint.—First term. Four times a week. Three hours credit. Robertson.

Prerequisites: Theory of Music 71s, 72s, 73s. Strict and free counterpoint in the various species.

127s, 128s, 129s. Instrumentation. — First term. Four times a week. Three hours credit. Robertson.

Prerequisites: Theory of Music 23s. Study of orchestra instruments; arranging for solo, duet, trio, and quartette form; arranging for string and symphony orchestra.

191s. Music Methods for the High School.—First term. Four times a week. Two hours credit. Hanson.

Special technique of instruction and materials for the junior and senior high schools.

200s. Research.

INSTRUMENTAL MUSIC

1s. Band.—First term. Daily. One hour credit. Sauer.

Students must be able to play their instruments. Materials used: standard overtures, operatic selections, and miscellaneous military band music.

7s. Orchestra.—First term. Daily. One hour credit. Robertson.

Students must be able to play their instruments. Practice in the rendition of instrumental solo and ensemble work for string, reed, brass, and percussion instruments.

1s-p to 6s-p; 51s-p to 56s-p. Piano.—Both terms. Time to be arranged. Nelson, Hanson, Fitzroy.

Private instruction for beginners, advanced students and teachers. Fees, time and credit to be arranged with instructors.

1s-p to 6s-p; 51s-p to 56s-p. Piano School.—First term. Daily. Nelson.

Intensified piano for beginners or advanced students through daily individual instruction. A practice piano is furnished for a certain number of hours each day. Credit according to the amount of time spent in preparation and the frequency of instruction. Fees and time to be arranged with instructor.

1s-p to 6s-p; 51s-p to 56s-p. Violin and Cello.—First term. Robertson and Buggert.

Private instruction for beginners, advanced students and teachers. Fees, time and credit to be arranged with instructors.

1s-p to 6s-p; 51s-p to 56s-p. Wind Instruments.—First term. Sauer, Nelson, Buggert.

Private instruction for beginners, advanced students and teachers. Fees, time and credit to be arranged with instructors.

63s-p. Piano Pedagogy.—First term. Hanson, Nelson.

Private instruction and group work. Methods of teaching piano, and materials. Fees, time and credit to be arranged with instructors.

101s-p, 102s-p, 103s-p. Instrumental.— One hour credit.

Advanced instruction on any of the standard instruments.

VOCAL MUSIC

1s-p to 6s-p; 51s-p to 56s-p. Private Voice Culture. First term. One to two hours credit. Summerhays, Packard.

Systematic instruction in vocal study as evolved from the best methods.

12s to18s; 69s to 74s. Male Glee Club.—First term. Daily. One hour credit. Hanson.

For students desiring the better forms of music for male voices. Duets, trios and ensemble work. All singers eligible.

12s to 18s; 69s to 75s. Ladies' Glee Club.—First term. Daily. One hour credit. Summerhays.

For students desiring the better forms of music for ladies' voices. Part singing in duets, trios, quartettes, and other ensemble arrangements.

111s-p, 112s-p, 113s-p. Vocal Culture.—One hour credit.

OFFICE PRACTICE

Mrs. Lloyd

21s-24s. Typewriting.—First term. Students may register for two hours daily. Two hours credit.

Touch typing according to standard methods.

PHYSICAL EDUCATION

Professor Romney; Assistant Professor Hart; Mr. Dixon, Mrs. Aline C. Smith, Miss Ballif

14s. Advanced Physical Education.— First term. Daily. One hour credit. Dixon.

This course will include instruction for both men and women in general physical activities, such as volleyball, baseball, tennis, and golf.

15s. Tumbling and Pyramid Building.—First term. Daily. One hour credit. Ballif.

This course will include practice in tumbling, stunts, pyramid building, and the fundamentals of balance. Open to women only.

19s. Tennis.—First term. Daily. One hour credit. Dixon.

This course will deal with the theory and practice of strokes and other phases of the game. Open to men only.

19s. Tennis and Archery.—First term. Two hours credit. Ballif.

This course will include both the theory and practice of archery and tennis. Open to women only.

31s. Interpretive Dancing.—First term. Two hours a week. One hour credit. Smith. Required of all women majors.

This course aims to make the individual capable of spontaneous and artistic expression through rhythmic movements.

61s. Advanced Interpretive Dancing.—First term. Daily. One hour credit. Smith. Required of all women majors.

This is a continuation of Course 31s, with a study of adaptation for teaching purposes, also music in relation to dancing.

70s. Group Games and Mass Athletics.—First term. Daily. Two hours credit. Dixon.

This course aims to acquaint the student with the administration and teaching of group games and mass athletics. The course will include work in both theory and practice.

80s. Tap and National Dancing.—First term. Daily. One hour credit. Smith.

This course will be in the form of a material summary class—and some creative work, with emphasis on national folk dancing and the fundamentals of clog and tap.

91s. Applied Anatomy and Kinesiology. — First term. Daily. Three hours credit. Dixon.

This course will take up the anatomy of the human body, with emphasis upon the study of bones, joints, and skeletal muscles.

92s or 192s. Principles of Physical Education.— First term. Daily. Three hours credit. Romney.

This course aims to acquaint the student with the theories and systems of physical education, with special emphasis on the modern system and present trend.

94s or 194s. Introduction to Achievement Tests in Physical Education.—First term. Daily. Three hours credit. Hart.

Suggested for students majoring or minoring in Physical Education. Open to both men and women.

This course briefly reviews the history of the development of tests in physical education.

96s or 196s. Adaption of Activities in Corrective Procedures.—First term. Daily. Three hours credit. Hart.

Prerequisites: Zoology 65; Physical Education 91.

This course deals with the variations of posture of the human body, the mechanics of balancing of the forces in the body, psychology of individual gymnastics, methods of stimulating interest in posture, and the selection and scope of corrective activities.

PHYSICS

Professors Eyring, Marshall; Associate Professor Hales

11s. Survey Course in Physics.—First term. Daily. Three hours credit. Eyring.

This is an orientation course designed for the non-science student who wishes to obtain some information in the field of physics.

26s. Photography. — First term. Daily. Three hours credit. Hales.

A practical course dealing with the art of photography. Prerequisites: A general course in Physics or

Chemistry. Camera, films, paper, etc., will be furnished for a small fee.

88s. Developments in Physical Science.—Alpine term. Daily. Three hours credit. Marshall.

A survey will be made of the progress of physical science as seen through a series of biographies of the great men who have achieved eminence in this field. This course may be elected by those who may not have had previous training in this subject.

193s. The Physical Universe of Modern Science.—First term. Daily. Three hours credit. Eyring.

The physicist's picture of the universe will be traced from the days of classical mechanics to the present day of relativity, quantum theory, and indeterminism. The effect of the modern world-picture upon the interpretation of organic forms will also be discussed.

POLITICAL SCIENCE

Professor Jensen

57s or 157s. Recent Political Philosophy.—Alpine term. Daily. Three hours credit. Jensen.

A study of recent political thought, with an examination of its influence in the development and operation of the present governments of Europe and America. The course surveys the political heritage of the nineteenth century, followed by a critical study of the political philosophies which underly democracy, socialism, bolshevism, fascism, anarchism, syndicalism, and guild socialism.

83s or 183s. International Relations.—Alpine term. Daily. Three hours credit. Jensen.

Problems of nationalism, and internationalism, Latin-American relations, evolution of the Monroe Doctrine, problems of imperialism, settlement of international disputes, the Hague Tribunal, the League of Nations, Permanent Court of International Justice, etc.

PSYCHOLOGY

Professor Poulson; Assistant Professor Dusenberry

21s. Introductory Educational Psychology.—First term. Daily. Three hours credit. Dusenberry.

This course is designed for college students who are preparing for the profession of teaching, and will deal with the basis of learning, emotional and personality development, habit formation, individual differences, and perceptual learning.

71s. Mental Hygiene.—First term. Two hours credit. T.W.Th.F. Poulson.

A practical course designed especially for college students and prospective teachers, dealing with mental health and personality problems. Prerequisite: An introductory high school or college course in psychology.

103s. History of Psychology.—First term. Daily. Three hours credit. Poulson.

An attempt to achieve a better understanding of the various contemporary schools of psychology, by means of a consideration of their historical development. Prerequisites: Psychology 11 and 65 or satisfactory equivalents.

181s. Seminar in Educational Psychology.—First term. Wednesday. One hour credit. Poulson.

Directed reading in the significant psychological

literature dealing with the laws of economical learnng. This course and one other course, such as Child Psychology, Adolescent Psychology, or Mental Hygiene, will fill the State Board requirements in educational psychology for teaching.

RELIGIOUS EDUCATION

Professor Wilson; Dr. Widtsoe; President Harris; Associate Professor Sperry; Assistant Professors Ivins, R. Swenson

87s or 187s. Rationality of Religion.—First term. Two hours credit. Wilson.

This course will deal with the following: Religion as life in its relationship to philosophy; the concept of truth; how arrived at; the concept of God, His relations to man, and His Plan for Man's redemption. Jesus Christ and His relations to the plan, His divinity and the atonement brought about by Him.

52s or 152s. Hebrew Archaeology.—First term. Two hours credit. Sperry.

A study of Hebrew civilization, as portrayed by the monuments. Hebrew family life, manners and customs. Of special interest to all who wish to understand Hebrew literature.

70s. The Social and Cultural Background of the New Testament.—First term. Two hours credit. R. Swenson.

This involves a study of the prevailing social and cultural trends of the early imperial period of the Roman Empire. Special attention will be given to the contemporary pagan religious movements, the Greek philosophies, the occupational and recreational activities of the Greeks and Romans.

100s. A Study of Religious Systems of the East.—First term. Three hours credit. Ivins. See Phil. of Ed. 100s.

111s. Doctrines of the Church.—First term. Daily. Three hours credit. Dr. Widtsoe.

A course primarily for Seminary teachers.

121s. Seminar for Faculty and Seminary Teachers. First term. Daily. Three hours credit. Dr. Widtsoe, President Harris, Professor Wilson.

Open only to Faculty members and Seminary teachers.

SOCIOLOGY

Professors Swenson, Nelson

72s. The Principles of Social Work.—First term. Daily. Three hours credit. Nelson.

A general course in the scope and method of social work. The present status of public welfare administration as it is affected by federal relief emergency programs.

73s. Field Work in Social Case Work.—First term. Daily. Credit to be arranged. Nelson.

Supervised field work with an accredited social agency. Prerequisite: Sociology 77, 78.

75s and 175s. The Family. Alpine term. Three hours credit. Swenson.

A study of the history and development of the family, and its place as an institution in the development of our civilization. The course also considers the modern family and its problems.

81s and 181s. The History of Social Theory.—Alpine term. Three hours credit. Swenson.

The course deals with evolution of social theories beginning with Plato and considering the developments through the early Christian Era, and also the Medieval and modern social theorists.

104s. Research Methods in Social Science.—First term. Three hours credit. Nelson.

The nature of social science; types of approach to and methods of study of social phenomena. Students should have some knowledge of statistical method before taking the course, or have consent of the instructor.

197s. Research.—First term. Time and credit to be arranged. Nelson.

200s. Thesis.—First term. Nelson.

SPEECH

Mrs. Stewart, Mr. Grover

11s. Technique of the Printed Page.—First term. Daily. Two or three hours credit. Stewart.

Oral study and delivery of the printed page. A vital foundation for those who wish to speak or read effectively, either orally or silently.

21s. Beginning Interpretation.—First term. Daily. Two or three hours credit. Stewart.

This course aims to give an appreciation of literature, through oral delivery, of a variety of types. A foundation course designed for all students. A prerequisite for advanced interpretation.

51s. Modern Speech Methods.—Alpine term. Daily. Two or three hours credit. Grover.

Designed especially for teachers and others whose leadership demands effective speaking.

52s. Radio Diction and Education.—Alpine term. Daily. Two or three hours credit. Grover.

A course in radio orientation. Techniques for all who use or have access to the radio.

55s. Children's Literature.—Alpine term. Daily. Two or three hours credit. Grover.

A survey course of the best literature for children and techniques for oral interpretation.

66s. Voice Placement and Training.—First term. Daily. Two or three hours credit. Stewart.

Body technique and gestures.

67s or 167s. Advanced Interpretation.—First term. Daily. Two or three hours credit. Stewart.

An oral study of scenes from plays, also reading of one-act plays. Prerequisite: Speech 21, or its equivalent.

73s or 173s. Play Production.—Alpine term. Daily. Two or three hours credit. Grover.

Techniques for choosing, casting, directing and producing a play. The Theatre of the Pines will be used for major productions.

ZOOLOGY AND ENTOMOLOGY

Professor Tanner; Dr. Cullimore

11s. General Biology.—First term. Daily. Three hours credit. Tanner.

Fundamentals of structure, physiology, development, adaptations, classification, and bearing of biology on human life. Four lectures and two laboratory periods.

20s. Health Education.—First term. Daily. Three hours credit. Cullimore.

Designed to meet the state requirements in health education. The early part of the course is devoted to fundamental physiological processes.

64s or 164s. Advanced Entomology.—First and Alpine terms. Time and credit to be arranged. Tanner.

Open only to advanced students who are prepared to do systematic, morphological or economic work.

73s. Aquatic Zoology.—First term. Time to be arranged. Tanner.

A general course in the study of fresh water animals of Utah Lake. The work will be conducted at the Lakeside Biological laboratory which has been established at the mouth of Provo River and on the shores of Utah Lake.

93s or 193s. Field Zoology.—First and Alpine terms. Time and credit to be arranged. Tanner.

Open only to students majoring in Zoology or Entomology. Students may make extensive collections of the animal life of this or adjoining states and then make a report on them.

117s and 118s. Zoological Research.—First term. Time and credit to be arranged. Tanner.

This course is open to all students prepared to do graduate work in any branch of zoological science.

200s. Research Thesis.—First and Alpine terms. Credit by arrangement.

This course is required of all students seeking a Master's degree in this department.

ERRATA

DR. BAIN'S COURSES IN SOCIOLOGY

Sociology 54s or 154s. Trends in Socionomics.—First term. Daily. Three hours credit. Professor Bain.

This course deals with the background of our economic system, the theory and practice of capitalism, wealth and waste, theory and practice of socialism, fascism, labor movements, from dearth to surplus economy with men, manners, morals and machine and the future economic organization of the United States.

Sociology 55s or 155s. Trends in Social Organization.—First term. Daily. Three hours credit. Professor Bain.

This course deals with marriage and divorce, religious life, the school and education, propaganda and pressure groups, recreation, crime causes, treatment and prevention, the whiskey problem, mental defectives and the population problem.

72s or 172s. Organization and Administration of Play and Recreation.—First term. Three hours credit. Romney.

A complete picture of the responsibilities of a superintendent of recreation and a discussion of the executive and administrative problems arising out of the conduct of a community-wide recreation program. Emphasis on park recreation problems, field problems, personnel problems, problems in cooperation, school recreation problems and surveys.

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Brigham Young University Quarterly

Vol. XXIX FEBRUARY 1, 1933 No. III

BRIGHAM YOUNG UNIVERSITY

Summer School

FIRST TERM

June 12 — July 21

ALPINE TERM

July 24 — August 25

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JUL 14 1933
UNIVERSITY OF UTAH

Published by the
BRIGHAM YOUNG UNIVERSITY
PROVO, UTAH

Entered June 14, 1905, at Provo, Utah, as second class matter under Act of Congress of July 16, 1904.

Accepted for mailing at special rate of postage provided for in Section 1703, Act of October 3, 1917, Authorized July, 30, 1918.

Brigham Young University Quarterly

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(Alpine Term meets six days a week)

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Calendar

1933

SUMMER QUARTER

June 12—Registration

June 13—Class Work of the First Term Begins

July 21—First Term Ends

July 22—Annual Hike to Mt. Timpanogos

July 24—Alpine Term Begins

Aug. 25—Alpine Term Ends

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Instructor in Dancing, McCune School of Music and Art

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DR. HENRY NEUMANN
Leader of the Brooklyn Society for Ethical Culture

DR. JOSEPH A. LEIGHTON
Professor of Philosophy ,Ohio State University

DEAN MILTON BENNION
Dean of the School of Education, University of Utah

DR. WILLIAM CLAYTON BOWER
Head of the Department of Religious Education, University of Chicago

DR. CHARLES C. WEIDEMANN
Director of the Bureau of Educational Reference and Research, University of Nebraska

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Education Secretary of the National Congress of Parents and Teachers

ARTHUR CHARLES WATKINS
Director of the National Forum on the Paris Pact

PROFESSOR JAMES L. BARKER
Professor of Modern Languages, University of Utah

General Information

The Brigham Young University offers in its Summer Quarter an unusual educational and social opportunity.

The summer session presents a liberal offering of courses in many lines, and provides close personal contact between instructor and student. The instruction is given by an excellent corps of teachers nearly all of whom belong to the regular staff so that the subjects taught are in charge of the specialists that teach them during the other quarters of the school year. This offers to those who can attend summer school only as great an opportunity of contact with the leading educators in their respective fields as if they attended during the remainder of the year.

The work of the University is organized into the following colleges and divisions:

College of Education
College of Arts and Sciences
College of Commerce
College of Applied Science
College of Fine Arts
Extension Division
Research Division
Graduate School

PROVO

The Brigham Young University is fortunate in being located in Provo, the heart of Utah County. Provo, from every angle, is a splendid summer school town. Because of its unusually fine climate, and its great variety of fruits, flowers, and trees it has long been called

the Garden City. It is located in the heart of outdoor attractions. From the "Y" campus, roads radiate in all directions along which outdoor pleasures may be found.

It is a city of homes and churches. The people are friendly and helpful. The closest cooperation and the finest friendliness are maintained between school and citizens.

ACCOMMODATIONS

The people of Provo have shown great educational patriotism in providing for the comfort and convenience of students. If patrons will make their wants known in advance, delays in getting properly located will be avoided. The price of accommodations at private homes varies as at hotels and rooming houses, the rate depending upon what the student wants and is willing to pay. No one need fear a lack of accommodations within easy access of the University.

Special Features

OPPORTUNITIES FOR RECREATION

The Brigham Young University is ideally located from the point of view of the summer school student. The adjacent lake, mountains, canyons, streams, gardens, orchards, forests, and splendid roads combine to make recreation really the recreative kind. Furthermore, the Physical Education department organizes the activities of the summer in a way that makes them of the highest recreational value.

The following special recreational activities have been planned for the summer session, 1933:

Thursday, June 15. **Annual Get Acquainted Social**—Ladies Gym.
Summer school students and their friends will be guests of the institution.

Saturday, June 17. **Sunrise Hike to the Famous "Y" on the Mountain**
Hikers will meet at the foot of the trail, 8th North and 12th East, at 5:30 A. M. It takes about one and one-half hours to hike slowly to the "Y". Students should participate in this hike as it is an excellent conditioner for the Mt. Timpanogos climb.

Friday, June 23. **Dancing, Ladies Gym**
All students and their friends are cordially invited to enjoy this dance as guests of the summer school.

Saturday,	June 24.	**Trip through Columbia Steel Mills, Pacific States Cast Iron Pipe Plant, and Republic Creosoting Company Plant.**
Saturday,	July 1.	**Trip to Maple Dell** (Payson Canyon) Baseball, Volley-ball, swimming, dancing. Party will leave campus, 9:00 A. M. Bring your own lunch and prepare to play, swim, and dance.
Tuesday,	July 4.	**Independence Day** Celebrate in Provo with American Legion Post No. 13.
Friday,	July 7.	**Swim and supper—Utah Lake** Bring your lunch and bathing suit. The school will furnish the marshmallows.
Saturday,	July 15.	**Timpanogos Cave and plunge in Schneider Hot Pots at Midway.**
Thursday,	July 20.	**Annual Pre-Hike Frolic** — Ladies Gym
Friday,	July 21.	**Annual Timp. Hike program and bonfire**—Theatre of the Pines, Aspen Grove
Saturday,	July 22.	**Twenty-second Annual Timp Hike** Join the throngs in this great pilgrimage to the brow of old Timpanogos. Last year 1432 individuals made the summit on this annual trek and were officially inducted into full membership in the "1932 Timpanogos Summit Club." Decide now to earn your 1933 membership button by making the climb.

The Twenty-second Annual Timpanogos Hike to the top of Mt. Timpanogos, Utah's wonder mountain, takes place at the close of the first term of summer school. The hike is ushered in with a mammoth program and bonfire. This year the program will be held in the Theatre of the Pines on Friday, July 21st. The program will commence at 8:15 P. M. Immediately following the conclusion of the program many groups "hit the trail" for the top. Those who wish to sleep a few hours before beginning the five and one-half mile trek usually roll up in a blanket under the starlit shadows of the aspens and await the break of morn. Old-timers prefer to leave the camp between 3:30 and 4:00 A. M. Saturday, consequently enjoying the benefits of a night's rest.

The hike is no longer a sectional activity but has reached such popularity that it can be said to be national in scope. Each year brings representatives from more and farther states of the Union. Last year the prize to the person coming from the greatest distance to attend the hike went to a party from the State of Florida.

Now that the new highway to Aspen Grove has been completed, motorists can reach the grove in safety and comfort in surprisingly short time. Aspen Grove is but 17 miles from Provo.

The trip to the top of Mt. Timpanogos is an event of a lifetime. The famous mountain trail winding through myriads of flowers, the scores of dashing waterfalls, the smell of the pines, the delicious ice-cold water to quench the thirst at most any point along the trail, Emerald Lake, with its icy, deep, greenish-blue water, the unique glacier, the towering cliffs, and last but not least the thrilling slide down the glacier, all combine to make the hike a wonderful experience. Join the 1933 Timp Summit Club.

Timpanogos Cave Trip. Summer school students make an annual trip to the famous Timpanogos Cave in

American Fork Canyon. From the mile long trail leading to the cave magnificent views may be had of American Fork Canyon. The annual Timpanogos Cave trip will be held Saturday, July 15. After visiting the cave the party will make the trip around the new Timpanogos Loop of the Alpine highway to Provo Canyon. Brief stops will be made at the site of the ancient Big Tree, the Salamander Lake, Aspen Grove, and the Boy Scout Camp. After reaching the State highway in Provo Canyon, the party will proceed to Midway where an enjoyable plunge in the Schneider Hot Pots will be had. The Schneider Hot Pots is not only a delightful place to swim but is the seat of a most interesting geological formation.

Outing on Utah Lake. One of the principal events of the summer session is the annual outing on Utah Lake. Although the lake is used almost daily by small swimming and boating parties, at least one big student outing is arranged.

Art Exhibitions. Art exhibitions of correlative interest featuring work of local and national artists will be held during the first term. Exhibits of art materials, reference matter, magazines, books, courses of study in standard art reproductions, etc., will also be shown from time to time. The following exhibitions are announced:

1. Masterpieces related to the life of George Washington.

2. Brigham Young University Alumni Artists. (Featuring the work of our professional artists who have won special distinction and who are now in larger cities of the United States and foreign countries.)

3. Exhibitions of Applied Art of Original Design.

4. Exhibitions of Student Work of the Summer Terms. At the conclusion of each term the art work of the students of the respective term will be exhibited.

SPECIAL LECTURE COURSE

SPIRITUAL AND MORAL VALUES

One of the outstanding features of the Brigham Young University Summer School has been the splendid lecture courses provided for the students. These lectures are given at the assembly periods three times a week. They are made more attractive by an excellent musical program.

Perhaps no time in our history has there been such a widespread interest in moral and spiritual values as at present. The rising tide of universal good-will makes the subject of the proper relations between peoples and civilizations especially interesting. It is a time when the world is trying to understand itself, when every group of people is desirous of understanding the problems and life of every other group. Because of this tendency toward a universal adjustment, the Brigham Young University feels it a privilege and a duty to bring the students of the summer session into the most direct contact with the more fundamental life values.

With this in mind the lecture course of 1933 will center about the subject, "Spiritual and Moral Values". The lecturers taking part in this course are men who have traveled extensively and who are prepared to bring to the students reliable first-hand information. The names of those taking part and their subjects follow:

Dr. Henry Neumann. Dr. Neumann is one of America's outstanding and popular university lecturers. He has lectured extensively in all parts of the United States, always carrying a vital message of moral and spiritual values. Dr. Neumann is the leader of the Brooklyn Society for Ethical Culture. He has represented America on the Commission of the Educational Congress at The Hague. He is the author of many books and arti-

cles, among which are: "Education and Moral Growth," "The Drums of Morning," "Moral Values in Secondary Education," "Teaching American Ideals Through Literature," and co-author of "Moral Education and College Teaching," and "The Child—His Nature and His Needs." Dr. Neumann will give a series of lectures on "Worthwhile Books and Other Books".

Dr. Joseph A. Leighton, American philosopher and writer. Dr. Leighton is a graduate of Cornell University. He was professor of Philosophy at Hobart College, Geneva, New York, and Professor of Philosophy at Ohio State University, Acting Professor of Philosophy at Stanford University, University Preacher at Cornell in 1900, and, at present, he is Professor of Philosophy at Ohio State University. Dr. Leighton is the author of many books, among which are: "Typical Modern Conceptions of God," "What Is Personality,," "Educational Problems in Universities and Colleges," "Man and the Cosmos," "Religion and the Mind of Today," and "The Individual and the Community." His lectures here will be on the following subjects: "The Meaning of Personality," "Personality and the Social Order" and "Trends in Modern Philosophy."

Dean Milton Bennion. Dean Bennion is so well known to the people of Utah and the intermountain states that he needs no introduction. He is highly regarded by educators and students for his fundamental philosophy of education, for his interest in moral and spiritual values in education and for his constructive administration of the School of Education at the University of Utah. He has held many important positions in the State, among which are: Principal of the Southern Branch Utah State Normal School, Professor of Education and Dean of the School of Education of the University of Utah since 1913, member of the State Board of Education. He has been chairman of the Committee on

Character Education of the National Council of Education since that committee was organized. He is the author of "Citizenship, An Introduction to Social Ethics" besides many articles and pamphlets. His lecture at the Brigham Young University will be on the subject "Progress and Poverty — The Social Philosophy of Henry George in the Light of Current Civic Problems."

Dr. William Clayton Bower. Dr. Bower has had a most successful academic and professional career in various universities in the United States. At present, he is Head of the Department of Religious Education at the University of Chicago. He is the author of a number of books, among which are: "A Survey of Religious Education in the Local Church," "The Educational Task of the Local Church," "The Curriculum of Religious Education," and "Character Through Creative Experience." His most recent book is "Religion and the Good Life." He will deliver lectures before the student body on "Character Through Creative Experience" and "Religion and the Good Life." Dr. Bower will be with the Brigham Young University during the entire first term.

Dr. Charles C. Weidemann. Dr. Weidemann is Director of the Bureau of Educational Reference and Research at the University of Nebraska. Besides giving courses during the first term, he will lecture to the entire student body. The subjects for his talks are "Recent Movements in Education" and "The Scope and Changes in Educational Research." Dr. Weidemann is a graduate of Columbia University. He was associate-Professor of History at the University of Nebraska 1926-1928, Professor of Education 1930, Summer Session 1931, University of Southern California, Summer Session 1932, University of Washington and Director of Bureau of Educational Reference and Research at the University of Nebraska since 1928.

Elsworth C. Dent, Secretary and Treasurer of the Department of Visual Education of the National Education Association. In preparation for his work, Mr. Dent has held the following positions: Secretary of the Extension Division of Kansas State Teachers College, Secretary of the Bureau of Eduactional Standards, Kansas State Teachers College; Secretary of Bureau of Visual Instruction, University Eytension Division, Lawrence, Kansas; Instructor in courses in Visual Instruction, Summer Session, University of Kansas, Drake University, and Southwest Missouri Teachers College; Secretary of National Academy of Visual Instruction; Secretary of the combined department of Visual Instruction of the National Education Association and the National Academy of Visual Instruction; editor of the Educational Screen and Visual Review. Mr. Dent will give lectures extending over an entire week on various phases of this most interesting educational problem.

Professor Henry Peterson. Professor Peterson is known widely throughout the intermountain section for his forward and progressive leadership in the educational thought of Utah. He was for some time Professor of Education at the Brigham Young University. At the present time, he is Professor of Education and Psychology at the Utah State Agricultural College. He will lecture to the students on "The Place of Psychology in the Education of the Individual."

Mrs. Arthur C. Watkins, Education Secretary of the National Congress of Parents and Teachers. She was for eleven years Executive secretary of this organization. As Executive Secretary, she has served under four of the five National Presidents. She is a graduate of Columbia University and has had twenty years of successful experience as teacher and administrator of schools. She has taught courses in the educational aspects of the Parent-Teacher Movement at Columbia and at various

other universities. A noteworthy project which has been developed under her direction is the National Corespondence Courses. These are sent out from the Education Division of the National Office. Their popularity is evidenced by the large number of applications for the courses. Mrs. Watkins has written extensively for educational journals, and has lectured throughout the United States before state teachers associations and parent-teacher groups. She is a member of the soical science honorary fraternity, Phi Gamma Mu; the National League of Women Voters; the Daughters of the American Revolution; the Federation of Business and Professional Women's Clubs; and the Women's Joint Congressional Committee. Her lectures will be on various phases of "The Parents Part in the Education of the Child."

Mr. Arthur Charles Watkins, Director of the National Student Forum on the Paris Pact, a noted writer and lecturer, will give lectures on "Character Education for Higher Citizenship," and "The Basic Features of the Paris Pact."

Professor James L. Barker, Head of the Department of Modern Languages, University of Utah, is known in this country and in Europe for his research in Phonetics and Pronouncation. He has traveled and studied extensively in the countries of Europe. Among the universities in which he has done work are the following: University of Nurburg, University of Geneva, University of Neuchatel, the College of France in Paris and the Sorbonne, University of Paris. Professor Barker has done research on two different occasions for the Modern Foreign Language Association of America. He is the author of "Efficient French" and of the following three manuals: German Phonetics, French Phonetics, and Spanish Phonetics. He will speak to the students on "The Political conditions in Europe."

ALPINE SUMMER SCHOOL

During the summer of 1922 Brigham Young University established an Alpine Summer School at the base of Mt. Timpanogos, the highest of the Wasatch peaks. The school is located well up in the Alpine region, in a beautiful aspen grove at an elevation of 6,800 feet, below a perpetual glacier and a wonderful system of falls and cataracts.

The first session was an experiment, but the success of the term and the universal satisfaction enjoyed by teachers and students revealed many unique possibilities for scientific research and study. The work of the science classes soon demonstrated that a large per cent of the plant life and fossil remains there had never been described or classified. In fact, the region proved to be such a wonderful laboratory for original research in biology, geology, and nature work, that the Alpine Summer School was made a permanent institution.

The curriculum has been enlarged to include the natural sciences, fine arts, literature, philosophy, sociology, English, economics, psychology and history.

Perhaps there is no place in the Rocky Mountains where opportunity for scientific research is so combined with the wonderful beauties of nature. In the short distance of twenty miles it is possible to find every plant from salt grass on the shores of Utah Lake to the flowers blooming beneath perpetual snow near the top of Timpanogos.

In addition to many short hikes connected with the Alpine Term of Summer School two outstanding trips are featured. They are the annual Botany-Geology hike up Mt. Timpanogos and the annual trip to Mirror Lake in the Grand-daddy Lakes region.

The Alpine School is well organized. Dormitories

are provided for the women, who are under the direct supervision of the Dean of Women. Meals are served in the dining hall, and a central reading room and social center is provided. The social life of the camp is wholesome and educational. All students are expected to observe a few definite rules which make for the comfort, convenience, and enjoyment of the group.

1. Registration—

For those entering for Alpine term only the entrance fee is.....$25.00

For those who have been in attendance the first term $15.00

The University recommends that students register in Provo at the University before going to Aspen Grove. The Deans of the various colleges will be on hand to assist students with their registration at the University, Thursday and Friday, July 20 and 21. Those who cannot register in Provo may do so at Aspen Grove.

2. Transportation Provo to Aspen Grove—

The University will furnish transportation, including baggage up and back to students who board with the institution. Extra trips on week-ends, etc., will have to be paid for by the students. Trucks will leave the University for Aspen Grove, Friday, July 21, and Sunday, July 23. Baggage going under the above arrangements must be delivered to the University and checked under an arrangement similar to that used by railroads.

3. Board and Lodging—

The University operates a dining hall and dormitories

at Aspen Grove for men and women. Board and room for the entire term is $40.00.

Students in attendance less than the entire term will be charged $10.00 a week for board and room. Registered students may occupy their cots during the Timpanogos Hike without cost. The regular school accommodations are effective beginning with supper Sunday evening, July 23.

In the dormitories a cot and straw mattress are furnished, but all additional items such as pillows, blankets, towels, soap, etc., must be furnished by the student.

Married persons with families may, by permission of the President, be giving camping privileges. Camping sites to such will be assigned by Professor H. R. Clark. Those who camp are advised to provide themselves with adequate camping equipment. Groceries, etc., may be purchased from the University Commissary.

4. Laundry, Mail, Etc.—

Students may mail their laundry home or it may be sent to a Provo laundry through the school. Mail for the students should be addressed to Alpine Summer School, Brigham Young University, Provo, Utah.

THE GRADUATE SCHOOL

The number of students applying for work leading to Master Degrees has increased to such an extent that the Summer School is fast becoming a center for advanced professional training.

Character of Graduate Work. The essential aim of graduate study is to develop the power to do independent work and to encourage the spirit of research. Each candidate for a higher degree is expected to possess a broad,

general knowledge of his major and a fair degree of information in his minor subject.

Registration. All students pursuing gradaute work are to be registered by the Dean of the Graduate School.

Students holding a Bachelor's degree equivalent to that conferred by the Brigham Young University will be admitted to graduate work without examination.

If during any quarter of the senior year a candidate for a baccalaureate degree finds it possible to complete all requirements for such degree with a registration of fewer than sixteen hours of undergraduate credit, he may register with the Dean of the Graduate School for enough graduate credit so that the total registration shall not exceed sixteen quarter hours during each quarter.

Admission to graduate courses is granted only to those who have the requisite undergraduate work in those courses or departments. In order adequately to determine this fact a student should file with the Dean of the Graduate School an official transcript of his undergraduate courses at the time that he registers for graduate study.

Each graduate student must submit his course of study and the title of his thesis to his major professor and the Dean of the Graduate School for approval. Changes in registration may be made only with their consent.

Graduate credit is given under the following condition: (1) The course for which graduate credit is given must be definitely catalogued as courses carrying graduate credit. (2) Only those students who are eligible to receive graduate credit at the time a course is taken will receive graduate credit for such a course.

Admission to Candidacy. Registration for graduate

study does not admit a student to candidacy for a higher degree. A graduate student who has been in residence one quarter or more, whose thesis subject has been approved, and who has given evidence of ability to do work of a graduate character may be admitted to candidacy for a higher degree by vote of the University Council. The mere accumulation of credits does not necessarily indicate ability to do graduate work. All applications for admission to candidacy for a higher degree should be made to the Dean of the Graduate School.

Requirements for the Master's Degree. Two higher degrees are offered: Master of Arts, (M. A.) provided the candidate meets the foreign language requirement for the A. B. degree; and Master of Science (M. S.) if the candidate does not meet the foreign language requirement for the A. B. degree. A student may be admitted to candidacy upon the completion of the following requirements: (a) The candidate must after securing a Bachelor's degree, furnish 48 hours of graduate credit, approved by the Dean of the Graduate School and major professor, 32 hours of which must be in residence, in addition to 186 hours of college credit, and 16 units of high school credit. (b) A thesis must be submitted based on work done in some field of investigation within the major department and which must show evidence of independent research. The final acceptance of the thesis shall be under the supervision of a committee to be known as the Thesis Committee. This Committee shall consist of the major professor and two other persons to be selected by him. The thesis must be completed at least ten days before the final examination. (c) At least fifteen days before graduation, the candidate must pass an oral examination to be given by a committee to be known as the Examining Committee. This Committe shall consist of five members including the Dean of the Graduate School, the major professor, and three other members to be selected by them.

The candidate shall furnish complete copies of his thesis to his major professor and to the Dean of the Graduate School at least five days before the date of the final examination. (d) A bound typewritten or printed copy of the thesis must be furnished the University Library. Before the degree is granted the candidate must file with the Dean of the Graduate School a statement from the Librarian acknowledging the receipt of this copy. (e) A candidate for a Master's degree must secure a grade "B" or above in three-fourths of his graduate work. No grade below "C" will count toward a Master's degree. (f) An applicant for this degree must furnish at least one-half of his graduate credit on his major subject. The rest of the credit for this degree must be offered in work closely related to the major subject.

DEMONSTRATION SCHOOLS

In no department has greater progress been made in recent years than in the field of method. The old established successful ways of teaching have been supplemented by a teaching technique adapted to the recent changes in the social order.

The demonstration schools of the Summer session at the Brigham Young University will illustrate for the teachers the working out of these modern methods.

These demonstration schools are organized on three levels:

1. Demonstration groups consisting of six- and seven-year-old children will be organized to illustrate the method in the lower primary grades. This demonstration class will also be given in connection with a course entitled "Special Methods in Lower Primary Subjects."

2. A second group organized for the purpose of demonstrating the problems of remedial teaching will

be given in connection with a course in "Remedial Teaching". In this group pupils who are unsuccessful during the winter will be diagnosed and corrective methods worked out and demonstrated.

3. Another demonstration school will be organized on the junior high school level. It will be used to demonstrate the theory and methods in secondary teaching. It will be given in connection with the courses, "Organization and Administration of the Junior High School," and the "Junior High School Curriculum."

These demonstration classes are managed by specialists—individuals who have made a careful study of the most modern and efficient methods. They, therefore, present a rare opportunity for the teachers of the state to observe and study the objectives and technique of high grade teaching.

FEES

ENTRANCE FEES

First of the six-week terms	$20.00
Alpine term	25.00
Both terms	35.00
Pupils in Demonstration courses, each	2.50
Gymnasium Service Fee	.50

SPECIAL ALPINE SCHOOL FEE

Board and Room	40.00

Regular Courses of Instruction

While regular classes will not be held for fewer than five graduate students, such students may register for graduate work in any of the major lines offered by the University and receive individual attention. Courses bearing numbers above 100 are primarily for graduate students.

Courses not announced in this catalogue may be organized provided a sufficient number of students apply.

ACCOUNTING AND BUSINESS ADMINISTRATION

Mr. Allen

110s. Research in Accounting.—First term. Hours and credit to be arranged with instructor.

This course will be arranged to suit the needs of practically any student interested in accounting, provided the number registering for the course is a minimum.

AGRONOMY

Professor Martin

57s or 157s. Soil Geology.—(See Geology 57s). First term. Three hours credit. Martin.

This course considers the nature and formation of soils. Topics such as the following will receive attention: rocks and minerals—their soil and plant relationships, influence of the glaciers on soil formation, effect of decomposing organic matter on the nature of the soil formed, mechanical and chemical agencies of rock decay. Also, a study will be made of the major soil divisions of the United States. Field trips will be made together with some laboratory work with rocks and minerals.

Some class periods will be given over to field and laboratory work. General Chemistry and Geology 1 are advised as groundwork for this course. Special assignments will be made to those registering for graduate credit.

105s. Special Problems in Soils.—First term. Credit, time and subject matter to be arranged. Martin.

This course will consist of chemical, bacteriological and other special laboratory work.

ANIMAL HUSBANDRY

Assistant Professor Ivins

8s. Poultry Farming.—First term. Daily. Three hours credit.

Discussion of breeds of poultry, poultry house construction, hatching, brooding, rearing of pullets, feeding for egg production, culling.

110s. Research Poultry Problem.—Time and credit to be arranged.

Open to graduates only. Designed for students in Animal Husbandry who desire to become acquainted with research method.

ART

Professors Eastmond, Larsen; Assistant Professor Jensen and Instructor Barkdull

1s. Art Appreciation.—Alpine term. Time to be arranged. One or two hours credit. Eastmond.

The fundamental principles of art are introduced for the development of the appreciation of natural scenic beauty. The psychology of line, form and color as re-

lated to the interpretation of the beauty in nature. Discussions of historic and modern art (Painting, sculpture, architecture, ornament, etc.).

5s and 77s. Out-of-Doors Sketching and Painting. First term. Four recitations each week. Two hours credit. Larsen.

Students may use oil colors, water colors, pastello, charcoal, pencil, or other media of expression.

11s and 64s. Water Color Painting.—Alpine term. Four recitations each week. Two hours credit. Eastmond.

Objective and subjective composition and color theory as applied to landscape painting is emphasized. Various standard methods of water color painting. Studio still life and painting based upon the plants typical of the region.

14s and 61s. Commercial Art.—First term. Four recitations a week. Two hours credit. Jensen.

Attention will be focused largely upon the art of lettering with the speedball pens and brush. A study of poster composition or "layout" will also be made.

21s and 54s. Out-of-Doors Sketching and Designing.—Alpine term. One to four hours credit. Eastmond.

Students may select various media of expression including oil, water colors, pastello, pencil, charcoal tone, pen-and-ink, etc. Regional nature form and color translated into design; for beginners and advanced students. (This course may be taken from a normal point-of-view and adapted to courses of study in art.)

41s. Normal Art.—First term. Four recitations a week. Two hours credit.

This course is especially designed for teachers of the grades. Special attention will be given to a development of the technique of water colors. Various phases of objective representation and applied design together with the correlation of art to other school subjects will be stressed.

69s. Oil Painting.—First term. One to nine hours credit. Larsen.

Emphasis upon the landscape.

71s. Art and Crafts Design.—First term. Four recitations a week. Two hours credit. Larsen.

General art principles governing the use of form, color and texture with special application to the crafts including leather craft, pottery, modelling and casting, metal craft (design for base and semi-precious metals), mechanic arts (wood and iron), stenciling block printing, and dye painting, basketry and weaving, cement craft.

Of special interest to teachers of junior and senior high schools.

72s. Applied Art.—First term. Four recitations a week. Two hours credit. Jensen.

This course makes practical application of the principles of design as given in Art 71s. Special attention will be given to leather craft.

Art 71s or a similar course in design must parallel or be a prerequisite to this course.

73s. Studio Work. Alpine term. Time and credit to be arranged. Eastmond.

Decorative painting in oil and other media, process illustration, offset hand printing (monotyping, block printing, etc.) Special attention given to individual art needs.

168s. Pictorial Composition.—First term. One to nine hours credit. Larsen.

Oil painting and water color painting.

BOTANY

Professors Martin, Tanner; Mr. Hayward

11s. General Biology.—(See Zoology and Entomology 11s.)

21s. General Bacteriology. — First term. Daily. Three hours credit. Martin.

This course will consist of a study of the general characteristics and activities of microorganisms and their relation to man. The problem of disinfectants together with the study of bacteria in relation to milk, water, air, food, soil, fermentation and human disease will be considered in this course.

22s. General Bacteriology Laboratory.—First term. M. T. W. Th. Two hours credit. Martin.

This is the laboratory course in general bacteriology designed to accompany Botany 21s.

25s or 125s. Biology of Timpanogos.—(See Zoology and Entomology 25s or 125s.)

77s. Nature Study for Teachers.—(See Zoology and Entomology 77s.)

CHEMISTRY

Professor Maw; Mr. Johanson

1s. Elementary General Chemistry. — First term. Daily. Three hours credit. Maw.

This is an introductory course, intended for students who have not had high school chemistry. The principles and theories of chemistry are considered in connection with the non-metals. It should be taken as a foundation for other sciences and especially for foods and nutrition.

2s. Elementary General Chemistry.—(Laboratory). First term. Daily. Two hours credit. Johanson.

5s. Elementary Qualitative Analysis.—First term. Two to five hours credit. Maw.

Study of the metallic elements and qualitative analysis.

6s. Elementary Quantitative Analysis.—First term. Two to five hours credit depending on the work done.

51s or 151s. Principles of Inorganic Chemistry.—First term. Four recitations. Two hours credit.

Discussion of chemical theories and important generalizations in the field of inorganic chemistry.

52s or 152s. Principles of Inorganic Chemistry.—First term. Daily. Two hours credit.

Laboratory course.

65s or 165s. Advanced Quantitative Analysis.—First term. Credit to be arranged.

Laboratory course. Systematic mineral analysis and volumetric assays.

71s. Organic Chemistry.—First term. Daily. Three hours credit. Maw and Johanson.

A brief discussion of the carbon compounds. For students of home economics.

72s. Organic Chemistry.—(Laboratory). First term. Two hours credit.

73s. Organic Chemistry.—First term. Daily. Three hours credit. Maw and Johanson.

A continuation of 71s.

74s. Organic Chemistry.—(Laboratory). First term. Two hours credit. Continuation of 73s.

ECONOMICS

Professor Miller, Associate Professor Boyle, Mr. Allen

2s. Contemporary Economic Problems.—First term. Daily. Three hours credit. Allen.

A study and discussion of carefully selected problems of outstanding importance in present-day life, including unemployment, public expenditures and taxation, economic instability, banking reformation, agricultural maladjustments and proposed relief, international indebtedness, and social control of industry.

11s. Economics.—First term. Daily. Three hours credit. Boyle.

A general survey of industrial society, its structure, its institutions, and its operations. Historical background of the rise of modern capitalistic industry. A study of underlying assumptions of our present regime, such as private property, competition and the logical control of industrial activity.

59s or 159s. Industrial Problems.—Alpine term. Daily. Three hours credit. Miller.

A survey course including the background of the present economic regime. The Industrial Revolution. Major economic and social problems arising out of the machine age. The new status of the laborer. The rise and importance of labor organizations. The problem of

wages, working conditions, unemployment and unrest. Labor and the government. Methods of settling industrial disputes.

61s or 161s. Business Organization.—First term. Daily. Three hours credit. Boyle.

The organization of business as constituted today from the standpoint of mass production, chain store organization, giant department store chains, etc. The gradual development of this from the single proprietor to the present with the attending problems will be discussed.

67s or 167s. Public Finance and Taxation.—Alpine term. Daily. Three hours credit. Miller.

This course will emphasize particularly the principles of local and state taxation. A study will be made of recent changes in this field, with their attendant effect upon government functions and the fiscal problems, especially education. Changes in financial administration will also receive attention. An intensive study of one of the recent state plans will be required.

76s. History and Development of Economic Thought.—First term. Daily. Three hours credit. Allen.

This course combines a brief survey of the whole field of economic thought with a more intensive study of the classical school of English economists. Considerable thought will be given to the writings of Smith, Malthus, Ricardo, Mill and others, whose doctrines will be discussed in the light of modern economic issues. In the survey part of the course the relationship between the cultural and economic life of the different peoples will receive emphasis.

EDUCATIONAL ADMINISTRATION

Professor Weidemann, Associate Professor Sudweeks

52s or 152s. Organization and Technique of Secondary Schools.—First term. Four days a week. Two hours credit. Weidemann.

This course deals with the methods of adjusting in school to the growing child and the child to a growing society; practical adjustment to individual differences; self directed study; materials, technique, administration. Cooperative social control; creative education for personal vision in a purposeful society.

73s or 173s. General Educational Administration.—First term. Daily. Three hours credit. Open to upper division and graduate students. Weidemann.

This course offers students an opportunity to study the present methods of organizing to administer state, city, and other local school systems, together with a consideration of the problems that are met in the administration of a school system. This is the basic course for those who major in educational administration.

79s or 179s. Statistical Methods.—First term. Daily. Three hours credit. Sudweeks.

This course deals with the principles and methods underlying the compilation and interpretation of educational data. A desirable prerequisite for courses or problems in research. Of value to teachers and administrators.

147s. Research Work.—First term. Four days a week. Two hours credit. Sudweeks.

For seniors and graduate students who are working on or towards a Master's thesis, or on a research problem. Scientific spirit and method; the technique of research; and the definite guidance on a specific problem.

ELEMENTARY EDUCATION

Assistant Professor Boyle, Professor Wilson, Assistant Professors Dusenberry and Jensen, Miss Clyde

1s. Principles of Education.—Alpine term. Daily. Three hours credit. Wilson.

This is an introductory survey course in education, planned to cover the general field. It serves to orient the student and to introduce him to the other courses in education. Required of all students qualifying for elementary teaching; recommended for all majoring in Elementary Education. The principal topics covered are: the child, the teacher objectives in teaching, the teaching process, measurement, and the American public school.

5s. School Organization and Administration.—First term. Daily. Three hours credit. Boyle.

This course will acquaint teachers with the school as an institution in its relation to the state and the community, and will introduce in an elementary but practical way the problems of school organization, including such problems as the place of the superintendent, supervisors, and principal; teachers' assignments, the organization of the curriculum, classification of pupils, attendance, physical welfare of pupils, records, reports, etc. Those parts of the Utah school law with which teachers should be familiar will be carefully studied.

12s. The Elementary School Curriculum.—First term. Daily. Three hours credit. Clyde.

This course meets the requirements of the Utah State Board of Education for knowledge in this field. It includes a study of representative courses of study, a study of sources of material, guidance in the selection and the organization of materials into suitable teaching units with attention to sequences, time allotment, and

programming. The course attempts also to meet the general demand for a greater mastery of subject matter but time is not taken in the course to make extensive reviews of the common branches. Evidence of reasonable mastery of elementary school subjects furnished by results of a comprehensive series of informal and standard tests given preliminary to and parallel with this course is a prerequisite to credit.

62s. Special Methods in Lower Primary Subjects.—First term. Daily. Three hours credit. Clyde.

A consideration of the underlying principles, objectives and methods of teaching in the lower primary grades with special emphasis on oral and silent reading. Related subjects, such as excursions, activity work, language, spelling and writing will receive attention. Demonstration lessons will be provided using the lower grade children.

64s. Myths of the World.—First term. Daily. Three hours credit. Dusenberry.

The aim of this course is to present material which will broaden the scope of understanding of the early myths and legends of the various nations of the world.

Perhaps no time in our history has there been such a widespread interest in other peoples and other countries so it will be the purpose of this course to give sufficient historical and religious background to make the mythological information instructive and enlightening.

Special summer themes will be myths of Egypt, India, China and Japan.

66s. Industrial Arts for Elementary Teachers.—First term. Four days a week. Two hours credit. Jensen.

A course designed to aid in the solution of construction problems met with in the project work of other

school subjects. Sand table work, paper construction and sloyd work, costume designing for dramatization work, applied design, poster work, and similar problems will be treated.

ENGLISH

Professors Osmond and Christensen, Assistant Professor Young, Mrs. Carroll, Miss Egbert

1s. Rhetoric and Composition.—First term. Daily. Three hours credit. Egbert.

Required freshman English course. Review of grammar and exercises in writing.

11s. Advanced English Grammar. — Alpine term Daily. Three hours credit. Young.

Prerequisite, freshman English.

19s. Contemporary American Short Story Writers. —First term. Daily. Three hours credit. Osmond.

A study of the principal contemporary American short story writers and their works.

20s. Masterpieces of English Literature. — First term. Daily. Three hours credit. Carroll.

A study of the principal works of some of the great English writers.

60s. English Drama to 1642.—Alpine term. Daily. Three hours credit. Young.

The beginning and the development of English Drama, not including Shakespeare, to the closing of the theatres.

62s or 162s. Modern European Drama.—(British). First term. Daily. Three hours credit. Egbert.

74s. English Literature from 1780-1832. — First term. Daily. Three hours credit. Carroll.

81s or 181s. Chaucer.—First term. Daily. Three hours credit. Christensen.

82s or 182s. Shakespeare.—First term. Daily. Three hours credit. Osmond.

An intensive and critical study of Shakespeare's principal plays.

97s or 197s. The History of the English Language. —First term. Daily. Three hours credit. Christensen.

An historical and philological study of the language from the Old English period to the present time.

GEOLOGY AND GEOGRAPHY

Professors Hansen, Martin; Mr. Coffman

GEOLOGY

55s. Introductory Geology. — First term. Daily. Three hours credit. Coffman.

A study of land forms, geological structures, disposition of rock-forming sediments, and the work of winds and water, together with a brief review of the past life forms. Lectures daily and three field trips.

56s. Historical Geology. — Alpine term. Daily. Three hours credit. Hansen.

A course in the development of the earth and the forms of life that have inhabited it.

57s. Geology of Soils.—First term. Daily. Three hours credit. Martin.

Lectures and recitations and field work on the problems of the agencies responsible for the breaking down of rock and the formation of soil.

100s or 101s. Research.—Alpine term. Credit proportional to amount of work done. Hansen.

Under this course special problems in the field of geology may be assigned to students prepared to do original work. Hours and credit to be arranged.

GEOGRAPHY

30s. Geography of Economic Products.—First term. Daily. Three hours credit. Coffman.

This course deals with the geographic and human factors that have governed the development and localization of industry.

ANTHROPOLOGY

51s. General Anthropology.—Alpine term. Three hours credit. Hansen.

A general introductory course in the study of the science of man, based on old and new world sources of evidence. Six lectures a week.

HISTORY

Professor Snow

81s or 181s. History of the Americas.—First term. Daily. Three hours credit. Snow.

This course comprehends (a) a study of the colonial rivalry for the Americas between Spain, France, England and Russia; (b) Independent Americas; (c) Interrelations, commercial and political. Upper division and graduate students will be expected to do intensive investigations of assigned subjects in one of these fields.

63s or 163s. Medieval Culture and Its Relation to Modern Civilization.—First term. Daily. Three hours credit. Snow.

This course will exhibit medieval foundations for much of our western modern civilization. Emphasis will be placed on the rise of cities, the development of the third estate, the intricate economic and political questions that arose, the remarkable cultural advance, and finally the emergence of the monarchial states of Europe.

HOME ECONOMICS

Associate Professor Warnick, Professor Elliott, Miss Swenson

CLOTHING AND TEXTILES

50s. Clothing Decoration.—First term. M.T.W.Th. Two hours credit. Elliott.

Decorative needlework stitches applicable to household and dress decoration. Planning and developing simple decorative designs for all types of clothing. Articles of clothing applying these stitches will be made in the course.

56s. Advanced Garment Construction.—First term. M. T. W. Th. Two hours credit. Elliott.

Problems involved in the technique of dresses, coats, and suits. Emphasis will be placed on the tailoring of these articles, supplemented with lectures, discussions and demonstrations.

HOUSEHOLD ADMINISTRATION

62s. Family Relationships. — First term. Daily. Three hours credit. Warnick.

The modern family, its function and structure; modern social conditions affecting its stability and pattern; characteristics of a well adjusted family; desirable traits

of family members; responsibilities and contributions of members of the family group to the family life, economic, social, moral, spiritual. Preparation for marriage. Open to men and women.

81s. Child Development.—First term. Daily. Three hours credit. Warnick.

Habit formation and behavior problems of the infant and pre-school child; home influence in the care and training of children; mental hygiene, observation of children in the home.

FOODS AND NUTRITION

5s. Elementary Nutrition.—First term. M.T.W.Th. Two hours credit. Swenson.

A study of the nutritive properties of common food materials and the essentials of a normal diet. Designed primarily for normal students. Food for the school child will receive special attention. Open to men and women students.

50s. Large Quantity Cookery.—First term. Daily. Three hours credit. Swenson.

Experience in management of school cafeterias, quantity cookery, marketing, keeping of cafeteria accounts. Prerequisites for students majoring in foods and nutrition: Course 21, 22, 23 in annual catalogue or equivalent.

MATHEMATICS

Professor Eyring, Associate Professor Hales

12s. College Algebra.—First term. Daily. Three hours credit. Hales.

A brief review of high school algebra, followed by a study of quadratic equations, permutations and combinations, determinants, etc.

51s. Differential Calculus. — First term. Daily. Three hours credit. Eyring.

An introductory course with numerous applications of the principles to tracing curves, and the solution of problems from geometry and mechanics.

MODERN LANGUAGES

Professor Cummings, Professor de Jong

FRENCH

1s. Elementary French.—First term. Five sessions each week. Three hours credit. Cummings.

Designed for those who have had no French, and those who desire to acquire reading knowledge. May be taken for purposes of review. Development of a large reading vocabulary emphasized. Attention is given to pronunciation and the fundamentals of grammar.

2s. Elementary French.—Alpine term. Five sessions each week. Three hours credit. De Jong.

Continuation of French 1s.

51s. Advanced French.—First term. Five sessions each week, jointly with French 1s. Two hours credit. Cummings.

Designed for those who desire to perfect their reading knowledge of French. Besides the material used in French 1s, this course includes additional reading material.

52s. Advanced French.—Alpine term. Five sessions each week, jointly with French 2s. Two hours credit. De Jong.

Continuation of French 51s.

GERMAN

1s. Elementary German.—First term. Five sessions each week. Three hours credit. Cummings.

Designed for those who have had no German and those who desire to acquire reading knowledge. May be taken for purposes of review. Development of a large reading vocabulary emphasized. Attention is given to pronunciation and the fundamentals of grammar.

2s. Elementary German.—Alpine term. Five sessions each week. Three hours credit. De Jong.

Continuation of German 1s.

51s. Advanced German.—First term. Five sessions each week, jointly with German 1s. Two hours credit. Cummings.

Designed for those who desire to perfect their reading knowledge of German. The materials of German 1s are rapidly reviewed, and in addition a quantity of reading of intermediate grade is used.

52s. Advanced German.—Alpine term. Five sessions each week, jointly with German 2s. Two hours credit. De Jong.

Continuation of German 51s.

MUSIC

THEORY OF MUSIC

Professor Robertson, Associate Professor Sauer, Assistant Professor Hanson

21s, 22s, 23s. Harmony.—First term. Four times a week. Three hours credit. Robertson.

Intervals, primary trials, dominant seventh chord, non-harmonic tones, open harmony.

41s. Public School Methods. — First term. Four recitations a week. Two hours credit. Hanson.

Materials and methods for the grades.

77s. Band Arrangement.—First term. Four recitations a week. Two hours credit. Sauer.

A practical course in arranging simple music for band. Designed to aid supervisors and teachers of band.

91s. High School Methods.—First term. Four recitations a week. Two hours credit. Hanson.

Special technique of instruction and materials for the junior and senior high schools. Terms and fees arranged with teacher.

INSTRUMENTAL MUSIC

Professor Robertson, Associate Professor Sauer, Assistant Professor Hanson, Mr. Nelson, Mr. Fitzroy, Mr. Buggert

1s. Band.—First term. Daily. One hour credit. Sauer.

Students must be able to play their instruments. Materials used: standard overtures, operatic selections, and miscellaneous military band music.

7s. Orchestra. — First term. Daily. One hour credit. Robertson.

Students must be able to play their instruments. Practice in the rendition of instrumental solo and ensemble work for string, reed, brass, and percussion instruments.

1s-p to 6-p; 51s-p to 56s-p. Piano.—Both terms. Time to be arranged. Nelson, Hanson, Fitzroy.

Private instruction for beginners, advanced students and teachers. Fees, time and credit to be arranged with instructors.

1s-p to 6s-p; 51s-p to 56s-p. Piano School.—First term. Daily. Nelson.

Intensified piano for beginners or advanced students through daily individual instruction. A practice piano is furnished for a certain number of hours each day. Credit according to the amount of time spent in preparation and the frequency of instruction. Fees and time to be arranged with instructor.

1s-p to 6s-p; 51s-p to 56s-p. Violin and Cello.—First term. Robertson and Buggert.

Private instruction for beginners, advanced students and teachers. Fees, time and credit to be arranged with instructor.

1s-p to 6s-p; 51s-p to 56s-p. Wind Instruments.—First term. Sauer, Nelson, Buggert.

Private instruction for beginners, advanced students and teachers. Fees, time and credit to be arranged with instructors.

63s-p. Piano Pedagogy.—First term. Hanson, Nelson.

Private instruction and group work. Methods of teaching piano, and materials. Fees, time and credit to be arranged with instructors.

VOCAL MUSIC

Assistant Professor Hanson, Miss Summerhays, Mrs. Packard

1s-p to 6s-p. Private Vocal Culture.—First term. One to two hours credit. Summerhays, Packard.

Systematic instruction in vocal study as evolved from the best methods.

12s to 18s; 69s to 74s. Male Glee Club.—First term. Daily. One hour credit. Hanson.

For students desiring the better forms of music for

male voices. Duets, trios and ensemble work. All singers eligible.

12s to 18s; 69s to 75s. Ladies Glee Club.—First term. Daily. One hour credit. Summerhays.

For students desiring the better forms of music for ladies' voices. Part singing in duets, trios, quartets, and other ensemble arrangements.

OFFICE PRACTICE

Mrs. Lloyd

21s-24s. Typewriting.—First term. Students may register for two hours daily. Two hours credit.

Touch typewriting according to standard methods.

PHILOSOPHY OF EDUCATION

Professors Woodward, Wilson; Assistant Professor Boyle

61s. Educational Sociology.—Alpine term. Daily. Three hours credit. Wilson.

This course deals with the social factors which should be given consideration in modern educational theory and practice.

81s. Science of Education. — First term. Daily. Three hours credit. Boyle.

This course should be preceded by work in psychology. A consideration of the fundamental problems of educational theory and practice; the aims, standards and content of education. A study of the principles determining educational values. A summary of the psychological investigations that have been made relative to the principal school subjects. The origin and present status of educational theory in the problems of liberal vocation guidance, doctrine of formal discipline and interest.

87s or 187s. Ethics as Applied to Individual Development.—First term. Four days a week. Two hours credit. Woodward.

This course aims to present a definite technique of character building. It is designed to give specific help to students and teachers interested in the development of the abundant life. It covers such problems as the nature of man, his opportunities for growth and development, the nature of the good life, man's struggle for happiness, the laws upon which happiness depends, and characteristics which make up a satisfactory character, the analysis of the good life. It deals also with a technique to assist the student in the development of the power of self control and self mastery. This course is listed also in the Department of Sociology and in the Department of Religious Education. It is designed to meet part of the state requirements in ethics and sociology.

90s or 190s. Education and Twentieth Century Civilization.—Alpine term. Daily. Three hours credit. Woodward.

This course deals with the outstanding present-day political, economic, social and educational conditions in fourteen of the most important countries of the Orient, and Occident. The aim of the course is to present a vivid picture of the life, aspirations, and problems of the people of Japan, China, Philippine Islands, Java, Siam, Egypt, Greece, Italy, Austria, Germany, Russia, France, and England.

113s. Moral and Spiritual Values in Western Civilization.—First term. Three times per week. One hour credit. Dr. Henry Neumann, Dr. Leighton, Dean Milton Bennion, Dr. Wm. C. Bower, Dr. C. C. Weidemann, Professor Dent, Professor Henry Peterson, Mrs. Arthur C. Watkins, Mr. A. C. Watkins, Professor James L. Barker.

PHYSICAL EDUCATION

Professor Romney; Assistant Professor Hart, Mr. Dixon, Mrs. Meiling, Miss Burton

14s. Advanced Physical Education. — First term. Daily. One hour credit. Dixon.

This course will include instruction for both men and women in general physical activities such as volleyball, baseball, tennis, and golf. The work will be recreational in nature and is specially planned for summer students.

15s. Tumbling and Pyramid Building.—First term. Daily. One hour credit. Meiling.

This course will include practice in tumbling, stunts, pyramid building, and the fundamentals of balance. Open to women only.

19s. Tennis.—First term. Daily. One hour credit. Dixon.

This course will deal with the theory and practice of strokes and other phases of the game. Open to men only.

19s. Tennis and Archery.—First term. Daily. One hour credit. Meiling.

This course will include both the theory and practice of archery and tennis. Open to women only.

31s. Interpretative Dancing. — First term. Two hours a week. One hour credit. Burton. Required of all women majors.

This course aims to make the individual capable of spontaneous and artistic expression through rhythmic movement. It includes a vocabulary of steps and exercises based upon the laws of natural movement, funda-

mental exercises and their application, elementary principles of composition, realization and appreciation of music through movement.

55s or 155s. Foundation and Preparatory Games.—First term. Daily. Two hours credit. Meiling.

This course will include lead-up games in graduated order, which will fit in a high school athletic program.

61s. Advanced Interpretative Dancing.—First term. Daily. One hour credit. Burton. Required of all women major students.

This is a continuation of course 31s with a study of adaptation for teaching purposes, also music in relation to dancing. This course is to furnish the basis for an intelligent appreciation of musical composition from the standpoint of the dance. Note-books are required.

72s or 172s. Organization and Administration of Play and Recreation.—First term. Three hours credit. Romney.

A complete picture of the responsibilities of a superintendent of recreation and a discussion of the executive and administrative problems arising out of the conduct of a community-wide recreation program. Emphasis on park recreation problems, field problems, personnel problems, problems in cooperation, school recreation problems and surveys.

81s. Tap, Clog, and Folk Dancing.—First term. Daily. One hour credit. Burton.

This course will be in the form of a material summary class—and some creative work with emphasis on national folk dancing and the fundamentals of clog and tap.

91s. Applied Anatomy and Kinesiology. — First term. Daily. Three hours credit. Dixon.

This course will take up the anatomy of the human body with emphasis upon the study of bones, joints and skeletal muscles. Careful examination of gymnastics and athletic exercises will be made with reference to their effect upon the function and structure of the body.

92s or 192s. Principles of Physical Education.—First term. Daily. Three hours credit. Romney.

This course aims to acquaint the student with the theories and systems of physical education, with special emphasis on the modern system and present trend, and to discuss programs, tests and measurements, intramural athletics and padagogy of physical education.

94s or 194s. Introduction to Achievement Tests in Physical Education.—First term. Daily. Three hours credit. Hart.

Suggested for students majoring or minoring in Physical Education. Open to both men and women.

This course briefly reviews the history of the development of tests in physical education and analyzes a few of the outstanding tests in this field. This course also gives consideration to the essential procedures to be used in evaluating tests and their results. Statistical procedure in educational measurement also receives consideration.

96s or 196s. Adaptation of Activities in Corrective Procedures.—First term. Daily. Three hours credit. Hart.

Prerequisites: Zoology 65, Psychology 11, Physical Education 91.

This course deals with the variations of posture of the human body, the mechanics of balancing of the forces in the body, psychology of individual gymnastics, methods of stimulatiing interest in posture, and the selection and scope of corrective activities.

PHYSICS

Professors Eyring, Marshall; Associate Professor Hales

11s. Survey Course in Physics.—First term. Daily. Three hours credit. Eyring.

This is an orientation course designed for the non-science student who wishes to obtain some information in the field of physics.

16s. Descriptive Astronomy.—Alpine term. Daily. Three hours credit. Marshall.

This course deals with the physics of heavenly bodies. The laws which govern their motion and structure, and other phenomena associated with them are studied in detail. A portable telescope will be in use at Aspen Grove and frequent trips wil be made to the University Observatory on Maeser Hill.

26s. Photography.—First term. Daily. Three hours credit. Hales.

A practical course dealing with such topics as the theory and use of lenses, development and developers, enlargements, lantern slides, and the art of photography.

Prerequisite: A general course in Physics or Chemistry. Camera, films, paper, etc., will be furnished for a small fee.

88s. Modern Developments in Physics.—Alpine term. Daily. Three hours credit. Marshall.

A survey will be made of the modern developments of physics with special emphasis on their philosophical implications. This course may be elected by those who may not have had previous training in the subject.

POLITICAL SCIENCE

Professor Jensen

93s or 193s. The American Constitutional System.—Alpine term. Daily. Three hours credit. Jensen.

A study of the governmental and legal aspects of the American constitutional system with particular attention to the principles of American federalism, the organization and powers of the national government, and the relationship of the government to the individual.

82s or 182s. History of American Foreign Policy.—Alpine term. Daily. Three hours credit. Jensen.

This course traces the history of American foreign relations from the Revolutionary period to the present. Attention is given to the principal issues of diplomatic controversary and settlement. The course aims to provide a historical basis for the understanding of the present position of the United States in world affairs.

PSYCHOLOGY

Professor Poulson, Assistant Professor Dusenberry

21s. Introductory Educational Psychology.—First term. Daily. Three hours credit. Dusenberry.

This course is designed for college students who are preparing for the profession of teaching and will deal with the following elements of educational psychology: The physiological basis of learning. The emotional and personality phases of development. The law of habit formation. Memory and imagination. Individual differences. Perceptual learning together with the application of the principles of learning to education. This course should be of interest to students majoring in Home Eco-

nomics as well as to those preparing for professional teaching.

74s. Advanced Educational Psychology. — First term. Five days a week. Three hours credit. Poulson.

A brief discussion of certain important phases of the psychology of secondary education such as the laws of economical learning, how we think and individual differences. Elementary psychology is recommended as a valuable antecedent course.

101s. Advanced General Psychology.—First term. Five days a week. Three hours credit. Poulson.

A careful review of certain parts of the general field and a comparative study of contemporary systems of psychology such as structural psychology, behaviorism, Gestalt psychology, etc. Prerequisites: Psychology 11 and 65 or satisfactory equivalents.

187s. Seminar in Psychology.—A somewhat intensive study of some particular phase of modern psychology of special interest to each individual student registering for the course. Prerequisite: at least ten hours of credit in psychology.

RELIGIOUS EDUCATION

Professors Wilson, Bower, Woodward, Nelson; Associate Professor Sperry

52s or 152s. History and Development of the Mormon Community.—First term. Two hours credit. Nelson.

This course deals with the evolution of the "village from the community organization among the Mormons." The social, political, economic and intellectual characteristics of the early nineteenth century are studied as background material. Subordinate treatment is given

to village systems of Europe and Asia, and their possible relation to the Mormon village. Early economic ideals of the Mormons as embodied in the "United Order,,' together with other plans for "building Zion" are considered.

80s or 180s. Objectives and Methods in Seminary Teaching.—First term. Two hours credit. Wilson.

This course is designed primarily for beginners in seminary work. It deals with the immediate and remote objectives in Religious Education and with the most effective methods by which these objectives may be realized. Other subjects will be discussed; such as: How to make the safe transition from the home shelter to college freedom; and how students may become open-minded, forward-looking and scientific, and still retain their faith in the gospel of Jesus Christ.

87s or 187s. Rationality of Religion.—First term. Two hours credit. Wilson.

This course will deal with the following: Religion as life in its relationship to philosophy; the concept of truth, how arrived at; the concept of God, His Relations to man, and His plan for man's redemption. Jesus Christ. and His relations to the plan, His divinity and the atonement brought about by Him. Joseph Smith, his mission and work. The Church as a social organization, its functions, methods and problems. The relation of psychology to personal religious development, the tests of religious progress in terms of personal welfare. The relation of religion to the natural sciences, the concept of evolution and its relation to religion, the nature of progress, and the relation of all life's interests to the gospel of Jesus Christ.

90s or 190s. Religious Education Through Creative Experience.—First term. Daily. Three hours credit. Bower.

An analysis of the nature and function of education. The development of personality through experience. The nature of religion and its function in experience. The process by which an experience becomes selective and creative. Implications for curriculum and teaching technique.

91s or 191s. The Utilization of the Bible in Religious Living.—First term. Daily. Three hours credit. Bower.

The function of racial experience in the interpretation and control of current experience. The genetic origin of the Bible as a record of a significant religious experience. The relation of the Bible to the cultural process. The cultural levels of the various parts of the Bible. The Bible as a source for the interpretation, enrichment and reconstruction of current experience.

92s or 192s. Elementary Hebrew. — First term. Daily. Three hours credit. Sperry.

This course will aim to lead the student by easy stages to an appreciation of the value of Hebrew in knowing and teaching the Old Testament.

93s or 193s. Hebrew Archaeology. — First term. Daily. Three hours credit. Sperry.

This course will portray the essential results of archaeological investigation in so far as they affect our knowledge of the ancient Hebrews.

94s or 194s. Selected Topics in Biblical Criticism.— First term. Daily. Sperry.

This course will deal with such topics as the criticism of Isaiah and its relation to Mormon scripture, the Synoptic problem, recent criticism of the Fourth Gospel, Johannine Literature, etc. Throughout the course special attention will be paid to the bearing modern criti-

cism of the Bible has upon the typical "Mormon" point of view.

111s. Philosophy and Technique of Character Building.—First term. Two hours credit. Woodward.

This course aims to present a philosophy and technique of character building. It is desired to give specific help to teachers and students interested in the development of the abundant life. It covers such problems as the fundamental basis of right and wrong, the nature of man, his opportunities for growth and development, the nature of the good life, man as an experimenter of life, his struggle for happiness, the laws upon which happiness depends, the characteristics which make up a satisfactory character and the enemies of the good life. The course also deals with a technique designed to assist the student in the unifying of his own personality, in the enrichment of life and in the development of power of self-control, and self-mastery. Open to upper division as well as graduate students.

SECONDARY EDUCATION

Professor Merrill, Mr. Jensen, Mrs. Rich

51s. Organization, Administration, and Teaching in Secondary Schools.—First term. Four days a week. Two hours credit. Merrill.

This course is designed to include a study of methods of teaching in high school, necessary as a prerequisite for practice teaching. Organization and administration of Secondary Schools, as outlined in the certification requirements of the state. Course 51s will be required of those desiring credit in practice teaching and recommendation to the State Board of Education for certification.

56s. Demonstration in High School Teaching.—First term. One hour credit. Merrill, Jensen and Rich.

Open to all students of the summer school. Demonstration will be conducted every Tuesday and Thursday. In these demonstrations an opportunity will be given to observe the best methods of organizing and presenting subject matter for the attainment or specific end products of training.

91s or 191s. High School Curriculum.—First term. Daily. Three hours credit. Merrill.

This course deals with the modern practices in planning, revising, and administering the curriculum of the Junior High School. Students who register for this course are advised to register also for course 56s.

SOCIOLOGY

Professors Swenson, Nelson

52s or 152s. History and Development of the Mormon Community.—First term. Four days a week. Two hours credit. Nelson.

This course deals with the evolution of the "village" form of community organization among the Latter-day Saints. The social, political, economic, and intellectual characteristics of the early nineteenth century are studied as background material. Subordinate treatment is given to village systems of Europe and Asia, and their possible relation to the Mormon village. Early economic ideals of the Mormons as embodied in the "United Order", together with other plans for "building Zion" are considered. (See Religious Education 52s.)

55s. General Sociology.—First term. Daily. Three hours credit. Swenson.

A general course dealing with the structure and function of the social organization. Special emphasis is given to the social forces and processes.

101s. History of Social Theory.—First term. Daily. Three hours credit. Swenson.

The course deals with the evolution of social theories beginning with Aristotle and Plato.

104s. Research Methods in Social Science.—First term. Three hours credit. Nelson.

The nature of social science; types of approach to and methods of study of social phenomena. Students should have some knowledge of statistical method before taking the course, or get consent of the instructor.

197s. Research.—First term. Time and credit to be arranged. Nelson.

200s. Thesis.—First term. Nelson.

SPEECH

Professor Pardoe

51s or 151s. Advanced Speech Composition.—First term. Daily. Two or three hours credit.

An intensive study of the organization of forms of public speaking and practical experience in their delivery. Current events furnish major material.

62s or 162s. Impersonation and Interpretative Reading.—First term. Daily. Two or three hours credit.

An advanced course leading to the reading of a full play or program. Prerequisite, some experience in interpretative reading.

132s. Technique of Play Writing.—Alpine term. Two hours daily. Two or three hours credit.

The writing and producing of original plays and study of outdoor production.

SUMMER MASK CLUB

Each Wednesday evening at 7:30 p. m., a program will be given in the Little Theatre. One-act plays will be produced and full plays will be impersonated.

The membership is limited to the capacity of the Theatre and a fee of twenty-five cents covers necessary labor and the production expenses.

Supervised by Professor Pardoe.

ZOOLOGY AND ENTOMOLOGY

Professor Tanner; Dr. Cullimore; Mr. Hayward

11s. General Biology.—First term. Daily. Three hours credit.

Fundamentals of structure, physiology, development, adaptations, classification, and bearing of biology on human life. Four lectures and two laboratory periods

20s. Health Education.—First term. Daily. Three hours credit. Cullimore.

Designed to meet the state requirements in health education. The early part of the course is devoted to fundamental physiological processes, and upon these as a foundation are based studies of personal hygiene of the school child, sanitation of school buildings and surroundings, public and home sanitation, and recognition of defects in children.

25s and 125s. Biology of Timpanogos. — Alpine term. Daily. Three hours credit. Hayward.

This cousre will deal in a preliminary way with the principle animal and plant associations of Mt. Timpanogos. Students will be taught the general factors that

influence the plant and animal life of the mountain, and to recognize the more common forms of life that are found there. (See Botany 25s and 125s).

64s. Advanced Entomology. — First and Alpine terms. Time and credit to be arranged. Tanner and Hayward.

Open only to advanced students who are prepared to do systematic, morphological or economic work.

77s. Nature Study for Teachers.—First term. Daily, 7:30. Three hours credit. Hayward.

A practical course dealing with common birds, other animals, trees and flowers in relation to nature study and biology courses. Students will be taught to identify the common animals and plants of this region and will receive instruction in methods of collecting and preserving natural history material for elementary and high school work. Four lectures and two field trips. (See Botany 77s).

93s and 193s. Field Zoology.—First and Alpine terms. Time and credit to be arranged.

Open only to students majoring in Zoology and Entomology. Students may make extensive collections of the animal life of this or adjoining states and then make a report on the same. The report and collection to be left with the University. This course aims to give the student training in systematic zoology and museum work.

117s and 118s. Zoological Research.—First and Alpine terms. Time and credit to be arranged. Tanner and Hayward.

This course is open to all students prepared to do graduate work in any branch of zoological science.

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Brigham Young University Quarterly

Vol. XXVIII. FEBRUARY 1, 1932 No. III.

BRIGHAM YOUNG UNIVERSITY
Summer School

FIRST TERM

June 13--July 22

ALPINE TERM

July 25--August 26

Published By The
BRIGHAM YOUNG UNIVERSITY
PROVO, UTAH

Entered June 14. 1905, at Provo, Utah, as second class matter under act of Congress of July 16, 1904

Accepted for mailing at special rate of postage provided for in Section 1703, Act of October 3, 1917, Authorized July 30, 1918

Brigham Young University Quarterly

Summer School Announcement

1932

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(Alpine Term meets six days a week)

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Calendar

1932

SUMMER QUARTER

June 13—Registration

June 14—Class Work of the First Term Begins

July 22—First Term Ends

July 23—Annual Hike to Mt. Timpanogos

July 24—Pioneer Day

July 25—Alpine Term Begins

Aug. 26—Alpine Term Ends

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ALINE COLEMAN
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DR. JOHN T. McNEILL
Professor of Church History, University of Chicago

S. R. LOGAN
Assistant Superintendent of Winnetka Schools, Illinois

OSCAR A. KIRKHAM
Executive Secretary Young Men's Mutual Improvement Association

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SPECIAL LECTURERS

DR. ANDREW C. McLAUGHLIN
Professor of History, University of Chicago

DR, DAVID S. MUZZEY
Professor of History, Columbia University

DR. MARK A. MAY
Professor of Education, Yale University

General Information

The Brigham Young University offers in its Summer Quarter an unusual educational and social opportunity.

The summer session presents a liberal offering of courses in many lines, and provides close personal contact between instructor and student. The instruction is given by an excellent corps of teachers nearly all of whom belong to the regular staff so that the subjects taught are in charge of the specialists that teach them during the other quarters of the school year. This offers to those who can attend summer school only as great an opportunity of contact with leading educators in their respective fields as if they attended during the remainder of the year.

The work of the University is organized into the following colleges and divisions:

College of Education
College of Arts and Sciences
College of Commerce
College of Applied Science
College of Fine Arts
Extension Division
Research Division
Graduate School

PROVO

The Brigham Young University is fortunate in being located in Provo, the heart of Utah County. Provo, from every angle, is a splendid summer school town. Because of its unusually fine climate, and its great variety of fruits, flowers, and trees it has long been

called the Garden City. It is located in the heart of outdoor attractions. From the "Y" campus, roads radiate in all directions along which outdoor pleasures may be found.

It is a city of homes and churches. The people are friendly and helpful. The closest cooperation and the finest friendliness are maintained between school and citizens.

ACCOMMODATIONS

The people of Provo have shown great educational patriotism in providing for the comfort and convenience of students. If patrons will make their wants known in advance, delays in getting properly located will be avoided. The price of accommodations at private homes varies as at hotels and rooming houses, the rate depending upon what the student wants and is willing to pay. No one need fear a lack of accommodations within easy access of the University.

Special Features

OPPORTUNITIES FOR RECREATION

The Brigham Young University is ideally located from the point of view of the summer school student. The adjacent lake, mountains, canyons, streams, gardens, orchards, forests, and splendid roads combine to make recreation really the recreative kind. Furthermore, the Physical Education department organizes the activities of the summer in a way that makes them of the highest recreational value.

Among the special recreational activities planned for the summer sessison of 1932 are the following:

Thursday	June	16—Get Acquainted Social.
Friday	June	17—Sunrise Hike.
Friday	June	24—Dancing—Ladies' Gym.
Saturday	June	25—Picnic in Mystic Maple Canyon.
Friday	July	1—Maple Flat Moonlight Hike.
Monday	July	4—Independence Day (Fine Arts Dept. Festival on the Lawn.)
Friday	July	8—Swim and Supper—Utah Lake.
Wednesday	July	13—Gypsy Hike to the River Bottom.
Saturday	July	16—Timpanogos Cave and Plunge in Hot Pots.
Thursday	July	21—Pre-Hike Frolic—Ladies' Gym.
Friday	July	22—Program—Theatre of the Pines.
Saturday	July	23—Twenty-First Annual Timp Hike.

The Twenty-first Annual Timpanogos Hike to the top of Mt. Timpanogos, Utah's wonder mountain and seat of the Alpine Summer School, takes place at the close of the first term of summer school on Saturday, July 23. This hike grows in popularity with the pass-

ing years. Now that the new Aspen Grove trail is completed any ordinary hiker can easily reach Emerald Lake, the most interesting part of the mountain. The trip to the top of Mt. Timpanogos is an event of a lifetime. The camp fire program the night before the hike at Aspen Grove, the new trail winding through myriads of flowers, the scores of dashing waterfalls, the smell of the pines, the delicious water to be had all along the trail, Emerald Lake, a little gem of the mountain, the unique glacier, the towering cliffs, and the thrilling slide down the glacier—all combine to make the hike a wonderful experience.

Timpanogos Cave Trip. Frequent trips are made by summer school students to the famous Timpanogos Cave in American Fork canyon. From the trail leading to the cave magnificent views may be had of American Fork canyon. An organized trip around the new Timpanogos Scenic Loop of the Alpine Highway will be made July 16. This same trip will include the Hot Pots at Midway, an interesting geological formation as well as a delightful place to swim.

Outing on Utah Lake. One of the principal events of the summer session is the annual outing on Utah Lake. Although the lake is used almost daily by small swimming and boating parties, at least one big student outing is arranged.

Art Exhibitions. Art exhibitions of correlative interest featuring the work of local and national artists will be held during the first term. Exhibits of art materials, reference matter, magazines, books, courses of study in standard art reproductions, etc., will also be shown from time to time. The following exhibitions are announced:

1. Masterpieces related to the life of George Washington.

2. Brigham Young University Alumni Artists. (Featuring the work of our professional artists who have won special distinction and who are now in larger cities of the United States and foreign countries).

3. Exhibition of Applied Art of Original Design.

4. Exhibitions of Student Work of the Summer Terms. At the conclusion of each term the art work of the students of the respective term will be exhibited.

SPECIAL LECTURE COURSE

Pressing World Problems

One of the outstanding features of the Brigham Young University Summer School has been the splendid lecture courses provided for the students. These lectures are given at the assembly periods three times a week. They are made more attractive by an excellent musical program.

Perhaps no time in our history has there been such a wide-spread interest in other peoples and other countries as at present. The rising tide of universal good-will make the subject of peoples and civilizations especially interesting. It is a time when the world is trying to understand itself, when every group of people is desirous of understanding the problems and life of every other group. Because of this tendency toward the universal mind the Brigham Young University feels it a privilege and a duty to bring the students of the summer session into the most direct contact possible with the various civilizations of the world.

With this in mind the lecture course for 1932 will

center about the subject "Pressing World Problems". The lecturers taking part on this course are men who have traveled extensively and who are prepared to bring to the students reliable first-hand information. The names of those taking part and their subjects follow:

Dr. Mark A. May, Professor of Education of Yale University. Professor May collaborated with Dr. Hugh Hartshorne on an extensive investigation of character. The inquiry is known as the "character education inquiry", and is published in three volumes under the title "Studies in the Nature of Character". He has lectured extensively throughout the United States. At the present time he is engaged in experimental work in the graduate school of Yale in the training of professional leaders in education. He is the executive secretary of the Institution of Human Relations, and thereby comes in immediate contact with much of the research work being done in social and biological science. His lectures will have to do with the problem of character and moral education in the 20th century.

President Franklin S. Harris, Brigham Young University. During the last few years President Harris has traveled extensively through the Orient, the Near East, Europe, Russia, and Mexico. He will give illustrated lectures on Mexico and Russia.

S. R. Logan, Assistant Superintendent of Winnetka Schools, Winnetka, Illinois. Mr. Logan was for six years Superintendent of the schools of Missoula County, Montana. He was for seven years Superintendent of the schools of Hardin, Montana, including a large rural district of some four thousand square miles. Since 1926 he has been Assistant Superintendent of the Winnetka Schools. He was also the Director of the summer school at Winnetka in 1930. He comes to the

teachers of Utah with a rich experience in educational administration and especially with the message of the Winnetka system which he will discuss in his lectures before the Student Body.

Dr. David S. Muzzey, Professor of History, Columbia University. Dr. Muzzey is one of America's outstanding historians. He is well known to all the school people of the United States since his textbooks in history have been used in all parts of the country. He has taught in many large universities of the land during the summer quarters. The following are among some of the books which he has written: "Rise of the New Testament", "Spiritual Heroes", "The Spiritual Franciscans", "An American History", "State, Church and School in France", "Readings in American History" "Life of Thomas Jefferson", and "The United States of America". Dr. Muzzey will discuss vital problems confronting the world of today. His lectures will be selected from the following subjects: "A Tableau of the United States in the Last Decade", "America and the League of Nations", "The Mind of America", "A Critique of Patriotism".

Dr. Andrew C. McLaughlin, University of Chicago. Dr. McLaughlin will give lectures on international problems. He is a widely known lecturer on civil government and international problems of all kinds. Among the books which he has written are the following: "History of Higher Education in Michigan", "Civil Government in Michigan", "History of the American Nation", "The Confederation and the Constitution", "The Courts, the Constitution and Parties". He edited "Cooley's Principles of Constitutional Law" and "The Study of History in Schools". Dr. McLaughlin will discuss pressing problems in international relations.

Dr. John T. McNeill, Department of Church History, University of Chicago. Dr. McNeill is one of America's outstanding writers in the history of the church. His lectures will be chosen from the following subjects: "St. Augustine and His Spiritual Utopia (A study of the City of God)", St. Patrick in Legend and History", "The Attitude to Folk-Paganism in the Medieval Church", "Significant Aspects of Scottish Church History", and "Puritanism and Parliamentary Rights in England".

Dr. Lowry Nelson, Dean of the College of Applied Science and Director of the Extension Division, Brigham Young University. Dr. Nelson was secretary to the president of the Utah Agricultural College from 1916 to 1917; Assistant State Leader of County Agents, Utah Agricultural College from 1917 to 1918; County Agricultural agent of San Pete County from 1918 to 1919; Field Agriculturist, Peoples Sugar Co. 1919 to 1920; Editor of the Utah Farmer from 1920 to 1921; Director of the Extension Division of the Brigham Young University since 1921; Dean of the College of Applied Science of the Brigham Young University since 1929; and Professor of Rural Social Economics since 1929. Dr. Nelson received his Ph. D. from the University of Wisconsin in 1929.

Among Dr. Nelson's publications are the following: "Social Survey of Escalante, Utah"; "The Utah Farm Village of Ephraim", "Some Early Utah Land Practices and Problems Arising from Them"; "Education and Size of Family"; "Influence of Formal Schooling on Consumptive Tendencies in Two Utah Communities". Dr. Nelson will lecture on "Our Rural Urban Civilization",

Mr. Oscar Kirkham, Executive Director of the Young Men's Mutual Improvement Association and

Deputy Regional Executive of the Twelfth Region of Boy Scouts of America.

Mr. Kirkham is an alumnus of the Brigham Young University and has studied vocal music in Germany. He is Executive Director of the Young Men's Mutual Improvement Association and Deputy Regional Executive of the Twelfth Region of Boy Scouts of America which comprises Utah, Nevada, Arizona, and California. Mr. Kirkham will lecture on "Boy Scouts and International Good Will".

PHYSICAL EDUCATION, PLAY, AND RECREATIONAL SCHOOL

Because of the great demand for leadership in the fields of physical education, play, and recreation, the Brigham Young University has established a special school in this line.

Educators, administrators, and the taxpaying public rather generally have accepted physical education as an essential part of the educational scheme. They have studied it and are evaluating it. They are demanding definite objectives, scientific methods, carefully and soundly conceived programs, skilled directors, teachers, and coaches.

Just now there is a wide-felt need throughout Utah and the surrounding states for a more efficient leadership in playground and recreational work.

Many of the towns of the state are launching playground and recreational programs. The greatest handicap at the present time is the scarcity of leaders qualified to work and supervise the work.

School authorities and Church leaders are inter-

ested in the growth of play activities. They recognize that the play hunger is almost as strong as the food hunger.

Teachers of leisure time pursuits realize that play and recreation have no object beyond those of general education and general education can have no object beyond those of life. All education or life has the same remote objective, namely, the full life—the "good life".

Our biological heredity is rich in wholesome leisure time pursuits—we are a part of the great out of doors, hence our love of the hills and the trails. We are a part of the game, not as spectators, but as participants to hide and seek, to hunt, to dodge, to throw, to hit, to sing, to act, to model, to color, to express ourselves in handicraft. We must carry on this biological heredity —no longer necessary as such—but as the social inheritance of the race.

If we can do this we will go a long way in establishing the right balance between work and leisure and the development of those wants which "increase the value of work and of those tastes which increase the value of leisure".

Realizing all these facts and factors and recognizing the definite service which might be rendered those who are preparing to accept recreational responsibilities in various positions, Brigham Young University is initiating an extensive program in all phases of play and recreation, dealing specifically with local and state problems.

In planning this summer school program the University has secured the services of several widely recognized leaders in the field to assist the regular uni-

versity staff in making the session as profitable as possible.

The program includes courses in "Organization and Administration of Play and Recreation", "Theory and Practice of Organized Play and Recreation", and a Material Summary class, divided into week units, including special program planning, games, stunts and relays, athletics, community music, community drama and speech, pageantry, handicraft, nature study, camping, hiking, an appreciation of all arts such as painting, sculpture, and all phases of dancing, etc.

Other departments making definite contributions by way of special lectures and unit courses are: play production, vocal music, instrumental music, nature work and hiking.

ALPINE SUMMER SCHOOL

During the summer of 1922 Brigham Young University established an Alpine Summer School at the base of Mt. Timpanogos, the highest of the Wasatch peaks. The school is located well up in the Alpine region, in a beautiful aspen grove at an elevation of 6,800 feet, below a perpetual glacier and a wonderful system of falls and cataracts.

The first session was an experiment, but the success of the term and the universal satisfaction enjoyed by teachers and students revealed many unique possibilities for scientific research and study. The work of the science classes soon demonstrated that a large per cent of the plant life and fossil remains there had never been described or classified. . In fact, the region proved to be such a wonderful laboratory for original research in biology, geology, and nature work, that the

Alpine Summer School was made a permanent institution.

The curriculum has been enlarged to include the natural sciences, fine arts, literature, philosophy, sociology, English, economics, psychology, and history.

Perhaps there is no place in the Rocky Mountains where opportunity for scientific research is so combined with the wonderful beauties of nature. In the short distance of twenty miles it is possible to find every plant from salt grass on the shores of Utah Lake to the flowers blooming beneath perpetual snow near the top of Timpanogos.

In addition to many short hikes connected with the Alpine Term of Summer School two outstanding trips are featured. They are the annual Botany-Geology hike up Mt. Timpanogos and the annual trip to Mirror Lake in the Grand-daddy Lakes region.

The Alpine School is well organized. Dormitories are provided for the women, who are under the direct supervision of the Dean of Women. Meals are served in the dining hall, and a central reading room and social center is provided. The social life of the camp is wholesome and educational. All students are expected to observe a few definite rules which make for the comfort, convenience, and enjoyment of the group.

1. Registration—

For those entering for Alpine term only the entrance fee is $25.00

For those who have been in attendance the first term 15.00

The University recommends that students register in Provo at the University before going to Aspen Grove. The Deans of the various colleges will be on

hand to assist students with their registration at the University, Thursday and Friday, July 21 and 22. Those who cannot register in Provo may do so at Aspen Grove.

2. **Transportation Provo to Aspen Grove—**

The University will furnish transportation, including baggage up and back to students who board with the institution. Extra trips on week-ends, etc., will have to be paid for by the students, Trucks will leave the University for Aspen Grove, Friday, July 22, and Sunday, July 24. Baggage going under the above arrangements must be delivered to the University and checked under an arrangement similar to that used by railroads.

3. **Board and Lodging.—**

The University operates a dining hall and dormitories for men and women. Board and room for the entire term is $45.00.

Students in attendance less than the entire term will be charged $15.00 a week for board and room. Registered students may occupy their cots during the Timpanogos Hike without cost. The regular school accommodations are effective beginning with supper Sunday evening, July 24.

In the dormitories a cot and straw mattress are furnished, but all additional items such as pillows blankets, towels, soap, etc., must be furnished by the student.

Married persons with families may, by permission of the President, be given camping privileges. Camping sites to such will be assigned by Professor H. R. Clark. Those who camp are advised to provide

themselves with adequate camping equipment. Groceries, etc., may be purchased from the University commissary.

4. Laundry, Mail, Etc.—

Students may mail their laundry home or it may be sent to a Provo laundry through the school.
Mail for the students should be adressed to Alpine Summer School, Brigham Young University, Provo, Utah.

THE GRADUATE SCHOOL

The number of students applying for work leading to Master Degrees has increased to such an extent that the Summer School is fast becoming a center for advanced professional training.

Character of Graduate Work. The essential aim of graduate study is to develop the power to do independent work and to encourage the spirit of research. Each candidate for a higher degree is expected to possess a broad, general knowledge of his major and a fair degree of information in his minor subject.

Registration. All students pursuing graduate work are to be registered by the Dean of the Graduate School.

Students holding a Bachelor's degree equivalent to that conferred by the Brigham Young University will be admitted to gradate work without examination.

If during any quarter of the senior year a candidate for a baccalaureate degree finds it possible to complete all requirements for such degree with a registration of fewer than sixteen hours of undergraduate credit, he may register with the Dean of the Graduate

School for enough graduate credit so that the total registration shall not exceed sixteen quarter hours during such quarter.

Admission to graduate courses is granted only to those who have the requisite undergraduate work in those courses or departments. In order adequately to determine this fact a student should file with the Dean of the Graduate School an official transcript of his undergraduate courses at the time that he registers for graduate study.

Each graduate student must submit his course of study and the title of his thesis to his major professor and the Dean of the Graduate School for approval. Changes in registration may be made only with their consent.

Graduate credit is given under the following condition: (1) The courses for which graduate credit is given must be definitely catalogued as courses carrying graduate credit. (2) Only those students who are eligible to receive graduate credit at the time a course is taken will receive graduate credit for such a course.

Admission to Candidacy. Registration for graduate study does not admit a student to candidacy for a higher degree. A graduate student who has been in residence one quarter or more, whose thesis subject has been approved, and who has given evidence of ability to do work of a graduate character may be admitted to candidacy for a higher degree by vote of the University Council. The mere accumulation of credits does not necessarily indicate ability to do graduate work. All applications for admission to candidacy for a higher degree should be made to the Dean of the Graduate School.

Requirements for the Master's Degree. Two high-

er degrees are offered: Master of Arts, (M.A) provided the candidate meets the foreign language reguirement for the A. B. degree; and Master of Science (M.S.) if the candidate does not meet the foreign language requirement for the A. B. degree. A student may be admitted to candidacy upon the completion of the following requirements: (a) The candidate must after securing a Bachelor's degree, furnish 48 hours of graduate credit, approved by the Dean of the Graduate School and major professor, 32 hours of which must be in residence, in addition to 186 hours of college credit, and 16 units of high school credit. (b) A thesis must be submitted based on work done in some field of investigation within the major department and which must show evidence of independent research. The final acceptance of the thesis shall be under the supervision of a committee to be known as the Thesis Committee. This Committee shall consist of the major professor and two other persons to be selected by him. The thesis must be completed at least ten days before the final examination. (c) At least fifteen days before graduation, the candidate must pass an oral examination to be given by a committee to be known as the Examining Committee. This Committee shall consist of five members including the Dean of the Gaduate School, the major professor, and three other members to be selected by them.

The candidate shall furnish complete copies of his thesis to his major professor and to the Dean of the Graduate School at least five days before the date of the final examination. (d) A bound typewritten or printed copy of the thesis must be furnished the University library. Before the degree is granted the candidate must file with the Dean of the Graduate School a statement from the Librarian acknowledging the receipt of this copy. (e) A candidate for a Master's

degree must secure a grade of "B" or above in three-fourths of his graduate work. No grade below "C" will count toward a Master's degree. (f) An applicant for this degree must furnish at least one-half of his graduate credit in his major subject. The rest of the credit for this degree must be offered in work closely related to the major subject.

DEMONSTRATION SCHOOLS

In no department has greater progress been made in recent years than in the field of method. The old established successful ways of teaching have been supplemented by a teaching technique adapted to the recent changes in the social order.

The demonstration schools of the Summer session at the Brigham Young University will illustrate for the teachers the working out of these modern methods.

These demonstration schools are organized on three levels:

1. Demonstration groups consisting of six and seven year old children will be organized to illustrate the methods in the lower primary grades. This demonstration class will also be given in connection with a course entitled "Special Methods in Lower Primary Subjects."

2. A second group organized for the purpose of demonstrating the problems of remedial teaching will be given in connection with a course in "Remedial Teaching". In this group pupils who are unsuccessful during the winter will be diagnosed and corrective methods worked out and demonstrated.

3. Another demonstration school will be organized on the junior high school level. It will be used to

demonstrate the theory and methods in secondary teaching. It will be given in connection with the courses. "Organization and Administration of the Junior High School," and the "Junior High School Curriculum."

These demonstration classes are managed by specialists—individuals who have made a careful study of the most modern and efficient methods. They, therefore, present a rare opportunity for the teachers of the state to observe and study the objectives and technique of high grade teaching.

FEES

Entrance Fees

First of the six-weeks terms	$20.00
Alpine term	25.00
Both terms	35.00
Pupils in Demonstration courses	2.50

Special Alpine School Fee

Board and Room	$45.00

Regular Courses of Instruction

While regular classes will not be held for fewer than five graduate students, such students may register for graduate work in any of the major lines offered by the University and receive individual attention. Courses bearing numbers above 100 are primarily for graduate students.

Courses not announced in this catalogue may be organized provided a sufficient number of students apply.

ACCOUNTING AND BUSINESS ADMINISTRATION

Associate Professor Boyle

62s. Problems of Modern American Economic Leadership.—First term. Daily. Three hours credit.

The economic order of today and the need of a new type of leadership. Problems confronting industry and methods of their solution will be discusssed in terms of the new Industrial Revolution which has lately come into being to describe the increasing mechanization, mass production, and scientific management of industry.

63s. Personnel Administration.—First term. Daily. Three hours credit.

The problem of the school administrator, or the business executive, with reference to the individual, as it centers around the necessity of original and creative thinking that the individual may grow and develop in harmony with his capacity. This course discusses means by which this may be accomplished through the help of both psychology and economics.

AGRONOMY

Professor Martin

92s. or 192s. Bacteriology of Soil.—First term. Daily. Three hours credit.

The soil as a combination of rocks, mineral, gases, water, organic matter and colloids, teeming with millions of organisms. This course is a study of the relationship which exists between these living organisms and the fertility of the soil.

Topics such as the following are discussed: Kinds of organisms in the soil. How the organisms live in the soil. Energy relations. Nature of the soil organic matter. Influence of soil conditions on bacterial activity. Metabolism of soil microbes. Symbiotic and non-symbiotic nitrogen fixation. Decomposition of nitrogenous and non-nitrogenous substances. Carbon dioxide in the soil.

105s. Advanced Laboratory in Soils.—First term. Credit, time, and subject matter to be arranged.

This work will consist of chemical, bacteriological and other special laboratory work.

57s. Soil Geology. (See Geology 57s).—Alpine term. Three hours credit. Martin.

Lectures and recitations and field work on the problem of the agencies responsible for the breaking down of mountains and the formation of soil.

ANIMAL HUSBANDRY

Assistant Professsor Ivins

8s. Poultry Farming.—First term. Daily. Three hours credit.

Discussion of breeds of poultry, poultry house construction, hatching, brooding, rearing of pullets, feeding for egg production, culling.

ART

Professors Eastmond, Larsen; Assistant Professor Jensen.

3s. Art Appreciation—Alpine term. Daily. One or two hours credit. Larsen.

An introductory course for the development of greater understanding of and appreciation for pictures and other works of art. Discussions and demonstrations of the fundamental principals which underlie successful home planning, costume designing, and the appreciation of works of art.

4s. Out-of-Doors Sketching.—Alpine term. One to nine hours credit. Larsen.

Students may select various media of expression including oils, water colors, pastello, charcoal, pencil, etc. For beginners and advanced students.

11s and 64s. Water Color Painting.—First term. Four recitations each week. Two hours credit. Eastmond.

Objective and subjective composition and color theory. Landscape painting is emphasized. The var-

ious standard methods of water color painting are introduced.

43s. Normal Art (Graphic and Applied).—First term. Four recitations a week. Two hours credit. Jensen.

This course is especially designed for teachers of the grades. Various phases of objective representation, applied design and constructive art adapted and correlated. Careful consideration of adopted courses of study and method.

54s. Methods of Teaching Art.—First term. One or two hours credit. Eastmond.

Planning courses of study in art adapted to special needs. Adaptation of media and equipment.

74s. Art Pageant Production.—First term. Time and credit to be arranged. Eastmond.

Pageantry as art expression, pageant writing. Principals of pageant composition. Symbolic representation. Pictorial composition as applied to the tableau. Scenery costume and property designing. Emphasis given to Washington Bicentennary and Book of Mormon Pageant writing and production.

77s-p. Studio Work—First term. Time and credit to be arranged. Eastmond.

Painting in oil and other media, decorative painting, process illustration. Woodblock printing, art etching, etc., will be given. Special attention is given to individual needs.

78s-p. Commercial and Applied Art.—First term. Time and credit to be arranged. Jensen.

Show card writing, poster art, designing and ap-

plied art. Leather crafting, textile woodblock printing, and metal crafting. Outline for work and other information pertaining to the course will be given. Special attention is given to individual needs. Study and application of original design are emphasized.

167s. Pictorial Composition, Oil Painting or Water Colors.—Alpine term. One to nine hours credit. Larsen.

BOTANY

Professors Cottam and Martin

21s. General Bacteriology.—First term. Three hours credit. Martin.

The course will consist of the general characteristics and activities of microorganisms and their relation to man.

55s. Flora of Timpanogos.—Alpine term. Daily. Three hours credit. Cottam.

This course will consider a brief survey of the Seed Plants which occur on Timpanogos. Students will learn to handle the Botanical Key and will become independent in classifying plants.

57s. Plant Ecology.—Alpine term. Daily. Three hours credit. Cottam.

This course will include a study of the plants as they appear in nature, their adaptations to soil and climate together with their distribution in Utah. One hour class and one field trip per week.

CHEMISTRY

Professor Maw; Mr. Peterson, Mr. Johanson.

1s. Elementary General Chemistry.—First term. Daily. Three hours credit. Maw.

This is an introductory course, intended for students who have not had high school chemistry. The principles and theories of chemistry are considered in connection with the non-metals. It should be taken as a foundation for other sciences and especially for foods and nutrition.

2s. Elementary General Chemistry.—(Laboratory). First term. Daily. Two hours credit. Johanson.

5s. Elementary Qualitative Analysis.—First term. Two to five hours credit. Maw.

Study of the metallic elements and qualitative analysis.

6s. Elementary Quantitative Analysis.—First term. Two to five hours credit depending on the work done.

51s or 151s. Principles of Inorganic Chemistry.—First term. Four recitations. Two hours credit. Peterson.

Discussion of chemical theories and important generalizations in the field of inorganic chemistry.

52s or 152s. Principles of Inorganic Chemistry.—First term. Daily. Two hours credit. Peterson.

Laboratory course.

65s or 165s. Advanced Quantitative Analysis.—(Laboratory). First term. Credit to be arranged. Maw and Peterson.

Systematic mineral analysis and volumetric assays.

71s. Organic Chemistry.—First term. Daily. Three hours credit. Maw and Johanson.

A brief discussion of the carbon compounds. For students of home economics.

72s. Organic Chemistry (Laboratory)—First term. Two hours credit.

82s or 182s. Physical Chemistry.—First term. Three hours credit.

This is a survey course of Physical Chemistry in which the fundamental principles with their applications are emphasized.

ECONOMICS

Professor Miller.

11s. Economics.—First term. Daily. Three hours credit.

A general survey of industrial society, its structure, its institutions, and its operations. Historical background of the rise of modern capitalistic industry. A study of underlying assumptions of our present regime, such as private property, competition and the logical control of industrial activity.

67s. Public Finance and Taxation.—First term. Daily. Three hours credit.

This course will emphasize particularly the principles of local and state taxation. A study will be made of recent changes in this field, with their attendant effect upon government functions and the fiscal problems, especially education. Changes in finan-

cial administration will also receive attention. An intensive study of one of the recent state plans will be required.

EDUCATIONAL ADMINISTRATION

Assistant Professor Lambert; Associate Professor Sudweeks.

73s or 173s. General Educational Administration—First term. Daily. Three hours credit. Open to upper division and graduate students. Lambert.

This course offers students an opportunity to study the present methods of organizing to administer state city, and other local school systems, together with a consideration of the problems that are met in the administration of a school system. This is the basic course for those who major in educational administration.

79s or 179s. Statistical Methods.—First term. Three hours credit. Sudweeks.

This course deals with the principles and methods underlying the compilation and interpretation of educational data. A desirable prerequisite for courses or problems in research. Of value to teachers and administrators.

85s or 185s. Administration of School Transporportation.—First term. Two hours lecture, three hours conference and seminar. Open to upper division and graduate students. Three hours credit. Lambert.

This course offers students an opportunity to study school transportation as a major problem of administering consolidated districts. Problems that have to do with the need for transportation, financing methods, and management practices will be consider-

ed. If registration justifies it, this course will be organized on a seminar basis. A conference on school transportaton will be arranged for those experienced school administrators who desire it.

147s. Research Work—First term. Four days a week. Two hours credit. Sudweeks.

For seniors and graduate students who are working on or towards a Masters thesis, or on a research problem. Scientific spirit and method; the technique of research; and the definite guidance on a specific problem.

148s. Introduction to the Master's Thesis.—First term. One hour credit. Lambert.

Credit will be given for an acceptable written introduction to the approved thesis problem. Conferences by appointment with the instructor.

Note: Students filling an undergraduate major in Educational Administration should refer also to Secondary Teaching 52s and 55s.

ELEMENTARY EDUCATION

Professors Logan and Wilson; Assistant Professors Boyle, Ollorton, Peterson, and Jensen.

1s. Principles of Education.—Alpine term. Daily. Three hours credit. Wilson.

This is an introductory, survey course in education, planned to cover the general field. It serves to orient the student and to introduce him to the other courses in education. Required of all students qualifying for elementary teaching; recommended for all majoring in Elementary Education. The principal topics covered are: the child, the teacher objectives in teach-

ing, the teaching process, measurement, and the American public school.

5s. School Organization and Administration.—First term. Daily. Three hours credit. Boyle.

This course will acquaint teachers with the school as an institution in its relation to the state and the community, and will introduce in an elementary but practical way the problems of school organization, including such problems as the place of the superintendent, supervisors, and principal; teachers' assignments, the organization of the curriculum, classification of pupils, attendance, physical welfare of pupils, records, reports, etc. Those parts of the Utah school law with which teachers sould be familiar will be carefully studied.

12s. The Elementary School Curriculum.—First term. Daily. Three hours credit. Ollorton.

This course meets the requirements of the Utah State Board of Education for knowledge in this field. It includes a study of representative courses of study, a study of sources of material, guidance in the selection and organization of materials into suitable teaching units with attention to sequences, time allotment, and programming. The course attempts also to meet the general demand for a greater mastery of subject matter but time is not taken in the course to make extensive reviews of the common branches. Evidence of reasonable mastery of elementary school subjects furnished by results of a comprehensive series of informal and standard tests given preliminary to and parallel with this course is a prerequisite to credit.

62s. Special Methods in Lower Primary Subjects.—First term. Daily. Three hours credit. Peterson.

A consideration of the underlying principles, objectives and methods of teaching in the lower primary

grades with special emphasis on oral and silent reading. Related subjects, such as excursions, activity work, language, spelling and writing will receive attention. Demonstration lessons will be provided using the lower grade children.

63s. School Organization and Management.—First term. Four days a week. Two hours credit. Peterson.

A course in the conservation and obtaining of the maximum educational value of every element in school and classroom organization. Such topics as the following will receive attention; school programs; getting the most out of the study period, the recitation period and recess; care and use of supplies and books; school-room cleanliness and decoration; school records, reports, etc.; definite disciplinary problems; participation by the students in the management and control of the school.

Note: Course 12 meets the State requirements for a study of the Utah Course of Study.

64s. Remedial Teaching.—First term. Daily. Three hours credit. Ollorton.

This course aims at helping the teacher in instructing problem cases—groups of pupils passing through the grades without acquiring the fundamental skills. The study will include (a) diagnosis for discovering individual difficulties, testing procedure and interpretation; (b) case history; (c) remedial instruction including a survey of newer materials suited to remedial work and methods of instruction adapted to overcoming specific difficulties. The course will cover reading, spelling, and arithmetic, and the work will parallel the demonstration class. Students will have the opportunity of dealing directly with making diagnoses

of the pupils of the demonstration class, and of meeting the instruction adapted to these pupils.

65s. or 165s. Personality in Social Development Through Self Teaching.—First term. Daily. Three hours credit. Logan.

Practical adjustment of individual differences; self directed study; materials technique, administration. Cooperative social control, creative education for personal vision in a purposeful society.

66s. Industrial Arts for Elementary Teachers.—First term. Four days a week. Two hours credit. Jensen.

A course designed to aid in the solution of construction problems met with in the project work of other school subjects. Sand table work, paper construction and sloyd work, costume designing for dramatization work, applied design, poster work, and similar problems will be treated.

ENGLISH

Professors Osmond, Christensen, Reynolds; Associate Professor Jensen; Mrs. Carroll, Miss Egbert, Mr. Young.

1s. Rhetoric and Composition.—First term. Daily. Three hours credit. Jensen.

Required freshman English course. Review of grammar, and exercises in writing.

1s. Rhetoric and Composition.—Alpine term. Daily. Three hours credit. Egbert.

Review of grammar, exercises, and composition. Should there be a demand for English 2s or 3s, these courses will be given.

2s or 3s. Rhetoric and Composition.—First term. Daily. Three hours credit. Carroll.

Standard required course in Freshman English. Consists of a study of the principles of rhetoric and practical application of them in composition. Students may do the work for either 2 or 3.

19s. Contemporary American Short-story Writers.—First term. Daily. Three hours credit. Osmond.

A study of the principal contemporary American short story writers.

20s. Masterpieces of English Literature.—First term. Daily. Three hours credit. Carroll.

A study of the main works of some of the chief English writers.

25s. Types of World Drama.—Alpine term. Daily. Three hours credit. Egbert.

A study of the great social comedies.

56s or 156s. Biography.—First term. Daily. Three hours credt. Jensen.

An historical review of the subject. Emphasis will be placed on the new literary biography.

62s or 162s. Modern European Drama (British).—First term. Daily. Three hours credit. Reynolds.

72s or 172s. English Literature from 1500-1600.—First term. Daily. Three hours credit. Young.

A study of the non-dramatic prose and poetry from the beginning of the English Renaissance to the Restoration.

82s or 182s. Shakespeare.—First term. Daily. Three hours credit. Osmond.

An intensive and critical study of the principal plays.

83s or 183s. Milton.—Alpine term. Daily. Three hours credit. Christensen.

A study of the author's poetry and prose with emphasis on **Paradise Lost** and **Samson Agonistes.**

85s or 185s. Tennyson.—First term. Daily. Three hours credit. Reynolds.

A study of the author's principal major and minor poems.

98s or 198s. Literary Criticism.—Alpine term. Daily. Three hours credit. Christensen.

A study of values in literature.

GEOLOGY AND GEOGRAPHY

Professors Hansen, Martin; Mr. Coffman

GEOLOGY

55s. Introductory Geology.—First term. Daily. Three hours credit. Coffman.

A study of land forms, geological structures, disposition of rock-forming sediments, and the work of winds, water, together with a brief review of the past life forms. Lectures daily and three field trips.

56s. Historical Geology.—Alpine term. Daily. Three hours credit. Hansen.

A course in the development of the earth and the forms of life that have inhabited it. A continuation of 55s.

57s. Geology of Soils. Alpine term. Daily. Three hours credit. Martin.

Lectures and recitations and field work on the problem of the agencies responsible for the breaking down of mountains and the formation of soil.

100s or 101s. Research.—Each term. Credit

proportional to amount and quality of work done. Hansen.

Under this course special problems in the field of geology may be assigned to students prepared to do original work. Hours and credit to be arranged.

GEOGRAPHY

30s. Geography of Economic Products.—First term. Daily. Three hours credit. Coffman.

This course deals with the geographic and human factors that have governed the development and localization of industry.

80s or 180s. Human Geography.—Alpine term. Daily. Three hours credit. Hansen.

A study of the response man has made to his geographic environment. Deals less with man's modification and control of nature than with nature's effect on him.

HISTORY

Professors Jensen, Snow

73s or 173s. Recent European History Since 1914.—First term. Daily. Three hours credit. Jensen.

After a brief review of the World War the major portion of the course is devoted to a study of the peace treaties and their effects; the reparations question and its "settlement"; social and economic developments since the war; post-war problems; problems of reconstruction in Great Britian, Germany, Russia, Italy, France, etc.; the succession states; efforts to further national security; disarmament problems, etc.

76s or 176s. History of the Far East.—Alpine term. Daily. Three hours credit. Snow.

After a brief survey of the physical and cultural background of the Far Eastern peoples, special attention will be given to the imperialistic impact of the West upon China, India, and Japan, and the present conflict arising therefrom.

90s or 190s. The Development of American Civilization.—Alpine term. Daily. Three hours credit. Snow.

Especial emphasis will be placed on the environmental influences that have helped to shape American culture and politics.

HOME ECONOMICS

Associate Professors Warnick, Cannon, Professor Elliott

CLOTHING AND TEXTILES

50s. Clothing Decoration.—First term. M.T.W. Th. Two hours credit. Elliott.

Decorative needlework stitches applicable to household and dress decoration. Planning and developing simple decorative designs for all types of clothing. Articles of clothing applying these stitches will be made in the course.

56s. Advanced Garment Construction.—First term. M.T.W.Th. Two hours credit. Elliott.

Problems involved in the technique of dresses, coats, and suits. Emphasis will be placed on the tailoring of these articles, supplemented with lectures, discussions ,and demonstrations.

HOUSEHOLD ADMINISTRATION

61s. Economics of the Household.—First term. Daily. Three hours credit. Warnick.

The problems of buying as related to the home and the homemaker: standards of living; planned spending; methods of controlling family finances; establishing credit, etc.

80s. Child Care.—First term. Daily. Three hours credit. Warnick.

Agencies working for child welfare; problems of prenatal and infant care; physical and mental standards of development; general care and hygiene of mother and child.

FOODS AND NUTRITION

5s. Elementary Nutrition.—First term. M.T.W. Th. Two hours credit. Cannon.

A study of the nutritive properties of common food materials and the essentials of a normal diet. Designed primarily for normal students. Food for the school child will receive special attention. Open to men and women students.

50s. Large Quantity Cookery.—First term. Daily. Three hours credit. Cannon.

Experience in management of school cafeterias, quantity cookery, marketing, keeping of cafeteria accounts. Prerequisites for students majoring in foods and nutrition: Courses 21, 22, 23 in annual catalogue or equivalent.

MATHEMATICS

Professor Eyring, Associate Professor Hales

12s. College Algebra.—First term. Daily. Three to five hours credit depending on the amount of work done. Eyring.

A brief review of high school algebra, followed by a study of quadratic equations, permutations and combinations, determinants, etc.

51s. Differental Calculus._ First term. Daily. Three hours credit. Hales.

An introductory course with numerous applications of the principles to tracing curves, and the solution of problems from geometry and mechanics.

(Note: Opportunity will be given for a student to finish this course as well as 52s, Integral Calculus, by registering for two hours daily. A total of six hours credit will be given for these two courses.)

71s or 171s. Differental Equations.—First term. Three hours credit. Eyring.

The study of differential equations of the first order, linear differential equations, total and partial differential equatons with numerous applications to physics.

MODERN LANGUAGES

Professor Cummings

FRENCH

1s. Elementary French.—First term. Eight sessions each week. Five hours credit.

Designed for those who have had no French. In-

tended also for those who desire to acquire reading knowledge required for the doctorate. The course may also be taken for purposes of review. Methods are used especially aimed at the development of a large reading vocabulary. Some attention is given to pronunciation and the fundamentals of grammar.

GERMAN

52s. Advanced German.—First term. Daily. Three hours credit.

An intensive study of contemporary German, intended primarily to develop the ability to read, and should interest those who desire to acquire reading knowledge required for the doctorate.

ITALIAN

1s. Elementary Italian.—First term. Daily. Three hours credit.

Designed for those who have had no Italian, and especially for singers and musicians who are interested in acquiring accurate pronunciation of Italian and who desire a knowledge of the elements of the language.

MUSIC

THEORY OF MUSIC

Associate Professor Sauer, Assistant Professor Hanson

21s. Harmony.—First term. Four times a week. Three hours credit. Hanson.

Intervals, primary trials, dominant seventh chord, non-harmonic tones, open harmony.

41s. Public School Methods.—First term. Four recitations a week. Two hours credit. Hanson.

Materials and methods for the grades.

77s. Band Arrangement.—First term. Four recitations a week. Two hours credit. Sauer.

A practical course in arranging simple music for band. Designed to aid supervisors and teachers of band.

91s. High School Methods.—First term. Four recitations a week. Two hours credit. Hanson.

Special technique of instruction and materials for the junior and senior high schools. Private classes. Terms and fees arranged with teacher.

INSTRUMENTAL MUSIC

Associate Professor Sauer, Assistant Professor Hanson, Mr. Nelson, Mr. Fitzroy, Mr. Buggert

1s. Band.—First term. Daily. One hour credit. Sauer.

Students must be able to play their instruments. Materials Used: standard overtures, operatic selections, and miscellaneous military band music.

7s. Orchestra.—First term. Daily. One hour credit. Sauer.

Students must be able to play their instruments. Practice in the rendition of instrumental solo and ensemble work for string, reed, brass, and percussion instruments.

1s-p to 6s-p; 51s-p to 56s-p. Piano.—Both terms. Time to be arranged. Nelson, Hanson, Fitzroy.

Private instruction for beginners, advanced stu-

dents, and teachers. Fees, time and credit to be arranged with instructors.

1s-p to 6s-p; 51s-p to 56s-p. Piano School.—First term. Daily. Nelson.

Intensified piano for beginners or advanced students through daily individual instruction. A practice piano is furnished for a certain number of hours each day. Credit according to the amount of time spent in preparation and the frequency of instruction. Fees and time to be arranged with instructor.

1s-p to 6s-p; 51s-p to 56s-p.—Violin and Cello.—First term. Buggert and Mr.

Private instruction for beginners, advanced students and teachers. Fees, time and credit to be arranged with instructor.

1s-p to 6s-p; 51s-p to 56s-p. Wind Instruments.—First term. Sauer, Nelson, Buggert.

Private instruction for beginners, advanced students and teachers. Fees, time and credit to be arranged with instructors.

63s-p. Piano Pedagogy.—First term. Hanson, Nelson.

Private instruction and group work. Methods of teaching piano, and materials. Fees, time and credits to be arranged with instructors.

VOCAL MUSIC

Assistant Professor Hanson, Miss Summerhays, Mrs. Packard, Professor Belarsky

1s-p to 6s-p. Private Vocal Culture.—First term. One or two hours credit. Summerhays, Packard, Belarsky.

Systematic instruction in vocal study as evolved from the best methods.

12s to 18s; 69s to 74s. Male Glee Club.—First term. Daily. One hour credit. Hanson.

For students desiring the better forms of music for male voices. Duets, trios, and ensemble work. All singers eligible.

13s to 18s; 69s to 74s. Ladies' Glee Club.—First term. Daily. One hour credit. Summerhays.

For students desiring the better forms of music for ladies' voices. Part singing in duets, trios, quartets, and other ensemble arrangements.

OFFICE PRACTICE

Mrs. Lloyd

21s-24s. Typewriting.—First term. Students may register for two hours daily and two hours credit.

Touch typewriting according to standard methods.

PHILOSOPHY OF EDUCATION

Professor Wilson, Assistant Professor Boyle

61s. Educational Sociology.—Alpine term. Daily. Three hours credit. Wilson.

This course deals with the social factors which should be given consideration in modern educational theory and practice.

81s. Science of Education.—First term. Daily. Three hours credit. Boyle.

This course should be preceded by work in psychology. A consideration of the fundamental problems of educational theory and practice; the aims, standards

and content of education. A study of the principles determining educational values. A summary of the psychological investigations that have been made relative to the principal school subjects. The origin and present status of educational theory in the problems of liberal vocation guidance, doctrine of formal discipline and interest.

112s. Education and Present Day Problems.—First term. Three days a week. One hour credit.

This course consists of a series of lectures on pressing problems in world affairs. It is described in detail under "Special Lecture Course" page 14 of this catalogue. It may be taken for credit provided the student keeps well-organized notes on the various lectures. The lecturers on the course are: Dr. Mark A. May, President Franklin S. Harris, Supt, S. R. Logan, Dr. David S. Muzzey, Dr. Andrew C. McLaughlin, Dr. John T. McNeill, Dr. Lowry Nelson and Oscar Kirkham.

PHYSICAL EDUCATION

Professor Romney; Mr. Dixon, Mrs. Meiling, Miss Coleman

14s. Advanced Physical Education.—First term. Daily. One hour credit. Dixon.

This course will include instruction for both men and women in general physical activities such as volley ball, baseball, tennis, golf, etc. The work will be recreational in nature and is specially planned for summer students.

19s. Tennis.—First term. Daily. One hour credit. Dixon.

This course will deal with the theory and practice of strokes and other phases of the game.

21s. Physical Education for Grade Teachers.—First term (last three weeks). Two hours daily. One hour credit. Meiling.

This course is designed to prepare students taking a normal training course for the teaching of Danish and natural gymnastics, games, folk dancing, and rhythmical impressions in the grade schools. Some emphasis will be placed on agility tests.

31s. Interpretative Dancing.—First term. Two hours a week. One hour credit. Coleman. Required of all majors.

This course aims to make the individual capable of spontaneous and artistic expression through rythmic movement. It includes a vocabulary of steps and exercises based upon the laws of natural movement, fundamental exercises and their application, elementary principles of composition, realization and appreciation of music through movement.

54s. Theory and Practice of Team Games and Sports.—First term. Daily. Two hours credit. Romney. Required of all majors and minors.

Practice for skill, study of rules and of coaching methods with emphasis on individual technique; baseball, basketball, hockey, archery, speed ball, fencing, tennis and track. Notebooks are required.

61s. Advanced Interpretative Dancing.—First term. Daily. One hour credit. Coleman. Required of all major students.

This is a continuation of course 31s. with a study of adaptation for teaching purposes, also music in relation to dancing. This course is to furnish the basis for an intelligent appreciation of musical composition from the standpoint of the dance. Note books are required.

72s. or 172s. Organization and Administration

of Play and Recreation.—First term. Three hours credit. Romney

A complete picture of the responsibilities of a superintendent of recreation and a discussion of the executive and administrative problems arising out of the conduct of a community-wide recreation program. Emphasis on park recreation problems, field problems, personnel problems, problems in cooperation, school recreation problems and surveys.

81s. Tap, Clog, and Folk Dancing.—First term. Daily. One hour credit.

This course will be in the form of a material summary class—and some creative work with emphasis on national folk dancing and the fundamentals of clog and tap.

91s. Applied Anatomy and Kinesiology.—First term. Daily. Three hours credit. Dixon.

This course will take up the anatomy of the human body with emphasis upon the study of bones, joints and skeletal muscles. Careful examination of gymnastics and athletic exercises will be made with reference to their effect upon the function and structure of the body.

92s or 192s. Principles of Physical Education.—First term. Daily. Three hours credit. Romney.

This course aims to acquaint the student with the theories and systems of physical education, with special emphasis on the modern system and present trend, and to discuss programs, tests and measurements, intramural athletics and pedagogy of physical education.

99s or 199s. Material Summary.—First term. Daily. One, two, or three hours credit. One-half hour credit per unit. (Note: Students must register for at least two, four or six units.) Romney, Eastmond, Sauer, Summerhays, Morley.

This course is divided into week unit perods or job units, including the following: games, stunts and relays, athletics, community music, community drama and speech, pageantry, handicraft, nature study, camping, appreciation of all arts such as painting, etching, etc.

PHYSICS

Professors Eyring, Marshall; Associate Professor Hales, Mr. Peterson

11s. Survey Course in Physics.—First term. Daily. Three hours credit. Eyring.

This is an orientation course designed for the non-science student who wishes to obtain some information in the field of physics.

16s. Descriptive Astronomy.—Alpine term. Daily. Three hours credit. Marshall.

This course deals with the physics of heavenly bodies. The laws which govern their motion and structure, and other phenomena associated with them are studied in detail A portable telescope will be in use at Aspen Grove and frequent trips will be made to the University Observatory on Maeser Hill.

21s. Meteorology.—First term. Daily. Three hours credit. Hales.

This course deals with the physics of the earth's atmosphere. It includes a study of the causes which produce variations in pressure, temperature, and humidity of the air and their influence upon weather and climate. This course is particularly valuable to those interested in aeronautics, weather bureau work, or teaching.

31s. Applied Electricity.—First term. Daily. Three hours credit. Hales.

This course is designed to give the student an introduction to the elementary principles of electricity, and an ability to apply them.

88s or 188s. Modern Developments in Physics.—Alpine term. Daily. Three hours credit. Marshall.

A survey will be made of the modern developments of physics with special emphasis on their philosophical implications. This course may be elected by those who may not have had previous training in the subject.

192s. Readings in Modern Physics.—Alpine term. One to three hours credit depending upon amount of work done. Marshall.

65s or 165s. Teaching of Physics and Chemistry.—First term. Four days per week. Two hours credit. Peterson.

Lectures, assigned readings and discussions on the objectives, methods of teaching, and administration of chemistry and physics courses in the high school.

POLITICAL SCIENCE

Professor Jensen

76s or 176s. The Modern British Empire.—First term. Daily. Three hours credit. Jensen.

A study of the foundation and growth of the British Commonwealth of Nations, political areas in the Empire, self governing dominions, the Irish Free State situation, India, Egypt, the mandates, etc.; the Empire as a political unit, the Colonial Office, judicial appeals to the Privy Council, imperial conferences, im-

perial aspects of the Great War, the dominions and their international status, etc.

PSYCHOLOGY

Professor Poulson, Assistant Professor Dusenberry

21s. Introductory Educational Psychology.—First term. Three hours credit. Dusenberry.

This course is designed for college students who are preparing for the profession of teaching and will deal with the following elements of educational psychology: The physiological basis of learning. The emotional and personality phases of development. The laws of habit formation. Memory and imagination. Individual differences. Perceptual learning together with the application of the principles of learning to education. This course should be of interest to students majoring in Home Economics as well as to those preparing for professional teaching.

74s. Advanced Educational Psychology.—First term. Five days a week. Three hours credit. Poulson.

A brief consideration of certain important phases of the psychology of secondary education such as the laws of economical learning, how we think and individual differences. Elementary psychology is recommended as a valuable antecedent course.

101s. Advanced General Psychology.—First term. Five days a week. Three hours credit. Poulson.

A careful review of certain parts of the general field and a comparative study of contemporary systems of psychology such as structural psychology, behaviorism, gestalt psychology, etc. Prerequisites: Psychology 11 and 65 or satisfactory equivalents.

187s. Seminar in Psychology.—A somewhat in-

tensive study of some particular phase of modern psychology of special interest to each individual student registering for the course. Prerequisite: at least ten hours of credit in psychology.

RELIGIOUS EDUCATION

Professors Wilson, McNeill, Nelson; Assistant Professor Ivins

52s or 152s. History and Development of the Mormon Community.—First term. Two hours credit. Nelson.

This course deals with the evolution of the "village" from the community organization among the Mormons. The social political, economic, and intellectual characteristics of the early nineteenth century are studied as background material. Subordinate treatment is given to village systems of Europe and Asia, and their possible relation to the Mormon village. Early economic ideals of the Mormons as embodied in the "United Order", together with other plans for "building Zion" are considered. (See Sociology 52s.)

58s or 158s. The Expansion of Christianity to Constantine the Great.—First term. Three hours credit. McNeill.

This course will trace the development of Christianity as it expanded in the Graeco-Roman world, absorbing or rejecting various elements in its environment, to the cessation of Imperial persecution. An attempt will be made to indicate the problems faced and the solutions reached by the growing Church in matters of thought, worship and organization.

59s or 159s. Christianity in the Reformation Era.—First term. Three hours credit. McNeill.

A survey of the religious crises and reorganiza-

tions of the sixteenth century. Attention will be given to such topics as: the revolt of Luther and the emergence of Lutheranism in Germany and the Scandinavian lands; upheaval and reconstruction in Switzerland, the Netherlands, England, and Scotland; Protestantism under Roman Catholic governments; the principles of developed Protestantism; the Roman Catholic revival.

80s or 180s. Objectives and Methods in Seminary Teaching.—First term. Two hours credit. Wilson.

This course is designed primarily for beginners in seminary work. It deals with the immediate and remote objectives in Religious Education and with the most effective methods by which these objectives may be realized. Other subjects will be discussed; such as: How to make the safe transition from the home shelter to college freedom; and how students may become open-minded, forward-looking and scientific, and still retain their faith in the gospel of Jesus Christ.

87s or 187s. Rationality of Religion.—First term. Two hours credit. Wilson.

This course will deal with the following: Religion as life in its relationship to philosophy; the concept of truth, how arrived at; the concept of God, His relations to man, and his plan for man's redemption. Jesus Christ, and his relation to the plan, his divinity and the atonement brought about by him. Joseph Smith, his mission and work. The Church as a social organization, its functions, methods and problems. The relation of psychology to personal religious development, the tests of religious progress in terms of personal welfare. The relation of religion to the natural sciences, the concept of evolution and its relation to religion, the nature of progress, and the relation of all life's interests to the gospel of Jesus Christ.

100s or 200s. A Study of the Religious Systems of the East.—First term. Three hours credit. Ivins.

A comparison of the religious concepts of Hinduism, Buddhism, Taoism, Confucianism, Zoroastrianism, Shintoism, and Mohammedism with the fundamental religious ideas of Christianity.

SECONDARY EDUCATION

Professors Merrill, Logan; Assistant Professor Boyle; Mr. Jensen, Mrs. Rich, Mr. Peterson

51s. Organization, Administration, and Teaching Methods in Secondary Schools.—First term. Four days a week. Two hours credit. Merrill.

This course is designed to include a study of methods of teaching in high school, necessary as a prerequisite for practice teaching. Organization and Administration of Secondary Schools, as outlned in the certification requirements of the state. Courses 51s and 52s will be required of those desiring credit in practice teaching and recommendation to the State Board of Educaton for certification.

52s or 152s. Organization and Technique of Secondary Schools.—First term. Four days a week. Two hours credit. Logan.

This course deals with the methods of adjusting the school to the growing child and the child to a growing society; practical adjustment to individual differences; self directed study: materials, technique, administration. Cooperative social control; creative education for personal vision in a purposeful society.

56s. Demonstration in High School Teaching.—First term. One hour credit. Merrill, Jensen and Rich.

Open to all students of the summer school. Demon-

stration will be conducted every Tuesday and Thursday. In these demonstrations an opportunity will be given to observe the best methods of organization and presenting subject matter for the attainment of specific end products of training.

91s or 191s. High School Curriculum.—First term. Daily. Three hours credit. Merrill.

This course deals with the modern practices in planning, revising, and administering the curriculum of the Junior High School. Students who register for this course are advised to register also for Course 56s.

99s and 199s. Methods of Teaching Physics and Chemistry.—First term. Four days per week. Two hours credit. Peterson.

Lectures, assigned readings and discussions on the objectives, methods of teaching and administration of chemistry and physics courses in the high school.

SOCIOLOGY

Professors Swenson, Nelson

52s or 152s. History and Development of the Mormon Community.—First term. Four days a week. Two hours credit. Nelson.

This course deals with the evolution of the "village" form of community organization among the Latter-day Saints. The social, political, economic, and intellectual characteristics of the early nineteenth century are studied as background material. Subordinate treatment is given to village systems of Europe and Asia, and their possible relation to the Mormon village. Early economic ideals of the Mormons as embodied in the "United Order", together with other plans for

"building Zion" are considered. (See Religious Education 52s.)

55s. General Sociology.—Alpine term. Daily. Three hours credit. Swenson.

A general course dealing with the structure and function of the social organization. Special emphasis is given to the social forces and processes.

101s. History of Social Theory.—Alpine term. Daily. Three hours credit. Swenson.

The course deals with the evolution of social theories beginning with Aristotle and Plato.

104s. Research Methods in Social Science.—First term. Three hours credit. Nelson.

The nature of social science; types of approach to and methods of study of social phenomena. Students should have some knowledge of statistical method before taking the course, or get consent of the instructor.

197s. Research.—First term. Time and credit to be arranged. Nelson.

200s. Thesis.—First term. Nelson.

SPEECH

Assistant Professor Morley

11s. Fundamentals of Interpretation.—First term. Daily. Three hours credit.

A study of the essentials of effective oral interpretation and practice in applying these essentials to types of literary composition.

72s. Play Production.—First term. Daily. Three hours credit.

An introduction to the theory underlying dra-

matic production and its practical application to the design, construction and use of scenery, costume, lighting and make-up.

74s. Producing in the Outdoor Theatre.—Alpine term. Will meet for two hours each day. Three hours credit.

A study will be made of methods used in directing the acting, in designing the scenic investiture and in dealing with other problems connected with producing in the out of doors.

Members of the class will direct and appear in Saturday evening performances during the session.

ZOOLOGY AND ENTOMOLOGY

Professor Tanner; Dr. Cullimore; Mr. Hayward

11s. General Biology.—First term. Daily. Three hours credit.

Fundamentals of structure, physiology, development, adaptations, classification, and bearing of biology on human life. Four lectures and two laboratory periods.

20s. Health Education.—First term. Daily. Three hours credit. Cullimore.

Designed to meet the state requirements in health education. The early part of the course is devoted to fundamental physiological processes, and upon these as a foundation are based studies of personal hygiene, hygiene of the school child, sanitation of school buildings and surroundings, public and home sanitation, and recognition of defects in children.

64s. Advanced Entomology.—First and Alpine

terms. Time and credit to be arranged. Tanner and Hayward.

Open only to advanced students who are prepared to do systematic, morphological or economic work.

77s. Nature Study for Teachers.—First term. Daily, 7:30. Three hours credit. Hayward.

A practical course dealing with common birds, other animals, trees and flowers in relation to nature study and biology courses. Students will be taught to identify the common animals and plants of this region and will receive instruction in methods of collecting and preserving natural history material for elementary and high school work. Four lectures and two field trips.

93s and 193s. Field Zoology.—First and Alpine terms. Time and credit to be arranged.

Open only to students majoring in Zoology and Entomology. Students may make extensive collections of the animal life of this or adjoining states and then make a report on the same. The report and collection to be left with the University. This course aims to give the student training in systematic zoology and museum work.

117s and 118s. Zoological Research.—First and Alpine terms. Time and credit to be arranged. Tanner and Hayward.

This course is open to all students prepared to do graduate work in any branch of zoological science.

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1931

Brigham Young University Quarterly

Vol. XXVII FEBRUARY 1, 1931 No. III

BRIGHAM YOUNG UNIVERSITY
SUMMER SCHOOL

FIRST TERM

JUNE 8 — JULY 17

ALPINE TERM

JULY 20 — AUGUST 21

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PUBLISHED BY THE
BRIGHAM YOUNG UNIVERSITY
PROVO, UTAH

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Entered June 14, 1905, at Provo, Utah, as second-class matter under Act of Congress of July 16, 1904.

Accepted for mailing at special rate of postage provided for in Section 1703, Act of October 3, 1917, authorized July 30, 1918.

Brigham Young University Quarterly

Summer School Announcement

1931

First Term

June 8 -- July 17

Second Term

July 20 -- August 21

(Alpine Term meets six days a week)

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PUBLISHED BY THE
BRIGHAM YOUNG UNIVERSITY
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Calendar

1931

SUMMER QUARTER

June 8—Registration

June 9—Class Work of the First Term Begins

July 17—First Term Ends

July 18—Annual Hike to Mt. Timpanogos

July 20—Alpine Term Begins

July 24—Pioneer Day

Aug. 21—Alpine Term Ends

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Instructor in Secondary Training School

MARY C. HAMMOND
Instructor in Training School

JENNIE CAMPBELL
Instructor in Training School

HAZEL CLYDE, M.A.
Instructor in Training School

HANNAH PACKARD
Special Instructor in Music

GEORGE W. FITZROY
Special Instructor in Music

GUSTAVE BUGGERT
Special Instructor in Music

BESSIE GOURLEY
Special Instructor in Art

GRACE NIXON STEWART
Special Instructor in Speech

AUBERT COTE
Instructor in Wrestling

JOS. NUSINK
Instructor in Physical Therapy and Athletic Training

ALINE COLEMAN
Instructor in Natural Dancing

VISITING INSTRUCTORS

DR. WM. C. GRAHAM
Professor of Old Testament History, University of Chicago

DR. FORREST E. LONG
Professor of School Administration, New York University

PROFESSOR J. B. NASH
Professor of Playground and Recreation Work, New York University

PROFESSOR ISIDOR BELARSKY
From Leningrad State Opera Company, Leningrad, Russia
Instructor in Music

CLAUDEOUS J. D. BROWN
Research Student in Zoology, University of Michigan
Instructor in Zoology

PROFESSOR HEBER C. SNELL
Professor of Languages and Old Testament Literature, Snow College

WM. E. DAY
Director of Physical Education, Salt Lake City Schools

CHARLOTTE STEWART
Instructor in Playground and Recreation Work, Salt Lake City

W. O. ROBINSON
Field Secretary, Young Men's Mutual Improvement Association

SPECIAL LECTURERS

DR. MARK A. MAY
Professor of Education, Yale University

DR. H. G. GOOD
Professor of Education, Ohio State University

MR. SUNDER JOSHI
Lecturer on India

DR. DAVID SNEDDEN
Professor of Education, Teachers College, Columbia University

DIRECTOR IKE ARMSTRONG
Athletic Director University of Utah

DIRECTOR E. L. ROMNEY
Athletic Director Utah State Agricultural College

DIRECTOR SCHUBERT DYCHE
Athletic Director Montana State College

General Information

The Brigham Young University offers in its Summer Quarter an unusual educational and social opportunity.

The summer session presents a liberal offering of courses in many lines, and provides close personal contact between instructor and student. The instruction is given by an excellent corps of teachers nearly all of whom belong to the regular staff so that the subjects taught are in charge of the specialists that teach them during the other quarters of the school year. This offers to those who can attend summer school only as great an opportunity of contact with leading educators in their respective fields as if they attended during the remainder of the year.

The work of the University is organized into the following colleges and divisions:

College of Education
College of Arts and Sciences
College of Commerce
College of Applied Science
College of Fine Arts
Extension Division
Research Division
Graduate School

PROVO

The Brigham Young University is fortunate in being located in Provo, the heart of Utah County. Provo, from every angle, is a splendid summer school town. Because of its unusually fine climate, and its great variety of fruits, flowers, and trees it has long been called the

Garden City. It is located in the heart of outdoor attractions. From the "Y" campus, roads radiate in all directions along which outdoor pleasures may be found.

It is a city of homes and churches. The people are friendly and helpful. The closest cooperation and the finest friendliness are maintained between school and citizens.

ACCOMMODATIONS

The people of Provo have shown great educational patriotism in providing for the comfort and convenience of students. If patrons will make their wants known in advance, delays in getting properly located will be avoided. The price of accommodations at private homes varies as at hotels and rooming houses, the rate depending upon what the student wants and is willing to pay. No one need fear a lack of accommodations within easy access of the University.

Special Features

OPPORTUNITIES FOR RECREATION

The Brigham Young University is ideally located from the point of view of the summer school student. The adjacent lake, mountains, canyons, streams, gardens, orchards, forests, and splendid roads combine to make recreation really the recreative kind. Furthermore, the Physical Education department organizes the activities of the summer in a way that makes them of the highest recreational value.

Among the special recreational activities planned for the summer session of 1931 are the following:

Thursday	June 11—Get Acquainted Social
Friday	June 12—An Evening of Outdoor Games
Friday	June 19—Dancing—Ladies' Gym
Saturday	June 20—A Picnic in Mystic Maple Canyon
Friday	June 26—Maple Flat Moonlight Hike
Friday	July 3—Swim and Supper—Utah Lake
Saturday	July 4—Independence Day
Wednesday	July 8—Sunrise Hike
Saturday	July 11—Timpanogos Cave and Plunge in Hot Pots
Thursday	July 16—Pre-Hike Frolic—Ladies' Gym
Friday	July 17—Program, Theatre of the Pines
Saturday	July 18—20th Annual Timp Hike

The Twentieth Annual Timpanoos Hike to the top of Mt. Timpanogos, Utah's wonder mountain and seat of the Alpine Summer School, takes place at the close of the first term of summer school on Saturday, July 18. This hike grows in popularity with the passing years. Now that the new Aspen Grove trail is completed any

ordinary hiker can easily reach Emerald Lake, the most interesting part of the mountain. The trip to the top of Mt. Timpanogos is an event of a life-time. The campfire program the night before the hike at Aspen Grove, the new trail winding through myriads of flowers, the scores of dashing water-falls, the smell of the pines, the delicious water to be had all along the trail, Emerald Lake, a little gem of the mountain, the unique glacier, the towering cliffs, and the thrilling slide down the glacier—all combine to make the hike a wonderful experience.

Timpanogos Cave Trip. Frequent trips are made by summer school students to the famous Timpanogos Cave in American Fork canyon. From the trail leading to the cave magnificent views may be had of American Fork canyon. An organized trip around the new Timpanogos Scenic Loop of the Alpine Highway will be made July 11. This same trip will include the Hot Pots at Midway, an interesting geological formation as well as a delightful place to swim.

Outing on Utah Lake. One of the principal events of the summer session is the annual outing on Utah Lake. Although the lake is used almost daily by small swimming and boating parties, at least one big student body outing is arranged.

Art Lectures and Exhibitions. During the summer term exhibitions of drawing, painting, applied art, and sculpture will be held. Illustrated lectures on art will be given from the point of view of art appreciation.

SPECIAL LECTURE COURSE

CIVILIZATIONS PAST AND PRESENT

One of the outstanding features of the Brigham Young University Summer School has been the splendid lecture courses provided for the students. These lectures are given at the assembly periods three times a week. They are made more attractive by an excellent musical program.

Perhaps no time in our history has there been such a wide-spread interest in other peoples and other countries as at present. The rising tide of universal goodwill makes the subject of peoples and civilizations especially interesting. It is a time when the world is trying to understand itself, when every group of people is desirous of understanding the problems and life of every other group. Because of this tendency toward the universal mind the Brigham Young University feels it a privilege and a duty to bring the students of the summer session into the most direct contact possible with the various civilizations of the world.

With this in mind the lecture course for 1931 will center about the subject "Civilizations Past and Present." The lecturers taking part on this course are men who have traveled extensively and who are prepared to bring to the students reliable first-hand information. The names of those taking part and their subjects follow:

Dr. Mark A. May, Professor of Education of Yale University. Professor May collaborated with Dr. Hugh Hartshorne on an extensive investigation of character. The inquiry is known as the "character education inquiry", and is published in three volumes under the title "Studies in the Nature of Character". He has lectured extensively throughout the United States. At the pres-

ent time he is engaged in experimental work in the graduate school of Yale in the training of professional leaders in education. He is the executive secretary of the Institute of Human Relations, and thereby comes in immediate contact with much of the research work being done in social and biological sciences. His lectures will have to do with the problem of character and moral education in the 20th century.

Dr. H. G. Good, Professor of Education, Ohio State University. Professor Good has had an extensive professional career, being Professor of Education of Bluffton College, Ohio University. His lectures are entitled: "Greek Life and Culture", "The Message of Greek Education to Modern America", "Why History Will Not Stay Written".

Dr. David Snedden, Professor of Education, Teachers College, Columbia University. Dr. Snedden is one of America's most outstanding educators. He has lectured extensively in all parts of the United States and is the author of many books on education. Among the books written by Dr. Snedden are the following: Administration of Education for Juvenile Delinquents, School Reports and School Efficiency, Educational Administration in the United States, Problems of Vocational Education, Problems of Educational Readjustment, Problems of Secondary Education, Vocational Education, Sociological Determination of Objectives in Education, Educational Sociology.

Dr. William C. Graham, Professor of Old Testament Literature, University of Chicago. Professor Graham is one of the outstanding authorities of Old Testament literature in America. He has done extensive work in original investigation in the sources of Old Testament literature. He has traveled extensively in the biblical countries and is especially qualified to treat the civilization of the

Hebrew people. His lectures are entitled: "The Jewish World in which Jesus Lived", "The Daily Life of the Egyptians" (illustrated), "The University of Chicago in the Near East" (illustratedl, "The Religion and Civilization of the Hebrews".

Mr. Sunder Joshi, who for many years has been a noted lecturer on India, her problems and her people. Mr. Joshi is an Indian by birth and has received much of his education in that country and will bring to the students first-hand information relative to the great problems which at the present time confront the people of India. His lectures will be entitled: "India and Her People", "India's Fight for Freedom", "Gandhi and His Methods".

President Franklin S. Harris, Brigham Young University. During the last few years President Harris has traveled extensively through the Orient, the Near East, Europe, Russia and Mexico. He will discuss: "Mexico, Past and Present".

Dr. J. B. Nash, Professor of Education, New York University and member of the faculty of the National Recreational School. Professor Nash has had a wide experience in the problems of playground and recreational work. He is perhaps America's leading authority on the subject of play and recreation, besides having written extensively on physical education in the public schools. He will discuss the subject "The Twentieth Century at Play".

Dr. William J. Snow, Professor of History at the Brigham Young University. Professor Snow for a number of years has been especially interested in the problem of world unity. His lecture will be entitled, "Forces and Factors Working for and against World Unity".

Dr. George H. Hansen, Acting Dean of the College of Arts and Sciences and Professor of Geology. Pro-

fessor Hansen has for a number of years given careful attention to the problem of pre-Columbus civilization in America. The subject of his lecture will be "Contrast Between Old and New World Civilizations".

Dr. Thomas L. Martin, Professor of Agronomy, Brigham Young University. Professor Martin has recently traveled rather extensively in Europe and Russia. He will discuss the "Agricultural and Industrial Program of Present-day Russia".

SCHOOL OF PHYSICAL EDUCATION AND ATHLETIC COACHING

Educators, administrators, and the taxpaying public rather generally have accepted physical education as an essential part of the educational scheme. They have studied it and are evaluating it. They are demanding definite objectives, scientific methods, carefully and soundly conceived programs, skilled directors, teachers, and coaches.

The need, therefore, for thoroughly trained physical educators is apparent. The responsibility of the athletic coach is very great, and the necessity that he be technically trained and carefully chosen is obvious. The problems of the physical director and athletic coach of the high school differ from those of the college, just as the probems in small institutions in small communities vary from those of larger institutions in larger communities.

Realizing all of these facts and factors and recognizing the definite service which might be rendered those who are preparing for the physical education and coaching responsibilities in high schools Brigham Young Universty has planned a summer school program which will deal with these problems, and has secured the services of several widely recognized leaders in this field to assist the regular University staff.

Such a school will be particularly useful to high school coaches and physical trainers who have had one, two, or three years' experience—frequently just enough to discover the real nature of the problems. This school, which will be correlated with the **Play and Recreation School,** is so programmed that valuable courses for credit may be had in time divisions of two weeks. While it is hoped that many will avail themselves of the opportunity to enjoy the full six weeks program, those who care for particular courses will find them offered intensively in a convenient period of two weeks.

The program includes courses in **kinesiology, corrective gymnastics, first aid and training of athletic teams, pedagogy of physical education, administration of a department of physical education and athletics, intramural athletics and the so-called minor sports, and the coaching of football, basketball, and track and field athletics.** Round-table discussions will provide a worth-while feature.

The following instructures and special lecturers will comprise the staff:

G. Ott Romney, director of physical education and athletics, and head coach of football, basketball, and track and field athletics, Brigham Young University.

Charles J. Hart, manager of athletics, assistant coach, and director of intramural athletics, Brigham Young University.

Fred W. Dixon, freshman team coach, varsity tennis coach, assistant basketball coach, physical education instructor, Brigham Young University.

Dr. L. L. Cullimore, medical director, Brigham Young University.

Dr. L. W. Oaks, associate medical director, Brigham Young University.

Dr. H. G. Merrill, associate medical director, Brigham Young University.

Ike Armstrong, athletic director and head coach of football, and track and field athletics, University of Utah.

E. L. "Dick" Romney, athletic director, and football, basketball, and track and field, coach, Utah State Agricultural College.

Schubert Dyche, director of athletics and physical education, and coach of football, basketball and baseball, Montana State College.

Wm. E. Day, director of physical education, Salt Lake City Schools.

J. J. Nusink, instructor in physical therapy and athletic trainer, Brigham Young University.

Aubert Cote, wrestling coach, Brigham Young University.

PLAY AND RECREATIONAL SCHOOL

Just now there is a wide-felt need throughout Utah and the surrounding states for a more efficient leadership in playground and recreational work.

Many of the towns of the state are launching playground and recreational programs. The greatest handicap at the present time is the scarcity of leaders qualified to work and supervise the work.

School authorities and Church leaders are interested in the growth of play activities. They recognize that the play hunger is almost as strong as the food hunger.

Teachers of leisure time pursuits realize that play and recreation have no objective beyond those of general education and general education can have no objective beyond those of life. All education or life has

the same remote objective, namely, the full life—the "good life".

Our biological heredity is rich in wholesome leisure time pursuits—we are a part of the great out of doors, hence our love of the hills and the trails. We are a part of the game, not as spectators, but as participants to hide and seek, to hunt, to dodge, to throw, to hit, to sing, to act, to model, to color, to express ourselves in handicraft. We must carry on this biological heredity—no longer necessary as such—but as the social inheritance of the race.

If we can do this we will go a long way in establishing the right balance between work and leisure and the development of those wants which "increase the value of work and of those tastes which increase the value of leisure".

Realizing all these facts and factors and recognizing the definite service which might be rendered those who are preparing to accept recreational responsibilities in various positions, Brigham Young Unversity is initiating an extensive program in all phases of play and recreation, dealing specifically with local and state problems.

In planning this summer school program the University has secured the services of several widely recognized leaders in the field to assist the regular university staff in making the session as profitable as possible.

The program includes courses in "Organization and Administration of Play and Recreation", "Theory and Practice of Organized Play and Recreation", "Nature of Man and the Function of Play and Recreation", Material Summary class, divided into week units, including special program planning, games, stunts and relays, athletics, community music, community drama and speech, pageantry, handicraft, nature study, camping, hiking, an appreciation of all arts such as painting, etching, sculpture, and all phases of dancing, etc.

Other departments making definite contributions by way of special lectures and unit courses are: play production, vocal music, instrumental music, nature work and hiking.

The school will be conducted by a faculty trained in the profession and conversant by actual experience and in close contact with the recreational situation.

The following instructors and special lecturers will comprise the staff:

J. B. Nash, Professor of Education of New York University. Mr. Nash was originally a teacher in physical education at the University of California. Since 1926 he has been professor of education in New York University. He has lectured extensively throughout the country and is a member of the faculty of the National Recreational School. He is the author of "Work and Administration of Playground and Recreation"; co-author of "Health and Physical Education in the Junior and Senior High School"; author of "Sixth Year Book, N. E. A."; and also author of "Physical Education in Public Schools".

Wilma Jeppson, Assistant Professor in Physical Education for Women, Brigham Young University. National R. C. A. representative working with 4-H clubs, Grange, Farm Bureau, Eastern Agricultural College extension work in recreation.

Charles J. Hart, Assistant Professor in Physical Education and Athletics, Birgham Young University.

Charlotte Stewart, Supervisor of Women's Junior and Senior High School work in Salt Lake City. Head of Playground and Recreation in Salt Lake City, Utah.

Aline Coleman, natural dancing and rhythmical expressions.

ALPINE SUMMER SCHOOL

During the summer of 1922 Brigham Young University etsablished an Alpine Summer School at the base of Mt. Timpanogos, the highest of the Wasatch peaks. The school is located well up in the Alpine region, in a beautiful aspen grove at an elevation of 6,800 feet, below a perpetual glacier and a wonderful system of falls and cataracts.

The first session was an experiment, but the success of the term and the universal satisfaction enjoyed by teachers and students revealed many unique possibilities for scientific research and study. The work of the science classes soon demonstrated that a large per cent of the plant life and fossil remains there had never been described or classified. In fact, the region proved to be such a wonderful laboratory for original research in biology, geology, and nature work, that the Alpine Summer School was made a permament institution.

The curriculum has been enlarged to include the natural sciences, fine arts, literature, philosophy, sociology, economics, psychology, and history.

Perhaps there is no place in the Rocky Mountains where opportunity for scientific research is so combined with the wonderful beauties of nature. In the short distance of twenty miles it is possible to find every plant fram salt grass on the shores of Utah Lake to the flowers blooming beneath perpetual snow near the top of Timpanogos.

In addition to many short hikes connected with the Alpine Term of Summer School two outstanding trips are featured. They are the annual Botany-Geology hike up Mt. Timpanogos and the annual trip to Mirror Lake in the Grand-daddy Lakes region.

The Alpine School is well organized. Dormitories are provided for the women, who are under the direct supervision of the Dean of Women. Meals are served in the dining hall, and a central reading room and social center is provided. The social life of the camp is wholesome and educational. All students are expected to observe a few definite rules which make for the comfort, convenient and enjoyment of the group.

1. Registration—

For those entering for Alpine term only the entrance fee is.....$25.00

For those who have been in attendance the first term 15.00

The University recommends that students register in Provo at the University before going to Aspen Grove. The Deans of the various colleges will be on hand to assist students with their registration at the University, Thursday, July 16.

Those who cannot register in Provo may do so at Aspen Grove.

2. Transportation Provo to Aspen Grove—

The University will furnish transportation, including baggage, up and back to students who board with the institution. Extra trips on week-ends, etc., will have to be paid for by the students. Trucks will leave the University for Aspen Grove, Friday July 17, and Sunday, July 19.

Baggage going under the above arrangements must be delivered to the University and checked under an arrangement similar to that used by railroads.

3. Board and Lodging—

The University operates a dining hall and dormitories for men and women. Board and room for the entire term is $50.00.

Students in attendance less than the entire term will be charged $15.00 a week for board and room. Registered students may occupy their cots during the Timpanogos Hike without cost. The regular school accommodations are effective beginning with supper Sunday evening, July 19.

In the dormitories a cot and straw mattress are furnished, but all additional items such as pillows, blankets, towels, soap, etc., must be furnished by the student.

Married persons with families may, by permission of the President, be given camping privileges. Camping sites to such will be assigned by Professor H. R. Clark. Those who camp are advised to provide themselves with adequate camping equipment. Groceries, etc., may be purchased from the University commissary.

4. Laundry, Mail, Etc.—

Students may mail their laundry home or it may be sent to a Provo laundry through the school.

Mail for the students should be addressed to Alpine Summer School, Brigham Young University, Provo, Utah.

THE GRADUATE SCHOOL

The number of students applying for work leading to Master Degrees has increased to such an extent that the Summer School is fast becoming a center for advanced professional training.

Character of Graduate Work. The essential aim of graduate study is to develop the power to do independ-

ent work and to encourage the spirit of research. Each candidate for a higher degree is expected to possess a broad, general knowledge of his major and a fair degree of information in his minor subject.

Registration. All students pursuing graduate work are to be registered by the Dean of the Graduate School.

Students holding a Bachelor's degree equivalent to that conferred by the Brigham Young University will be admitted to graduate work without examination.

If during any quarter of the senior year a candidate for a baccalaureate degree finds it possible to complete all requirements for such degree with a registration of fewer than sixteen hours of undergraduate credit, he may register with the Dean of the Graduate School for enough graduate credit so that the total registration shall not exceed sixteen quarter hours during such quarter.

Admission to graduate courses is granted only to those who have the requisite undergraduate work in those courses or departments. In order adequately to determine this fact a student should file with the Dean of the Graduate School an official transcript of his undergraduate courses at the time that he registers for graduate study.

Each graduate student must submit his course of study and the title of his thesis to his major professor and the Dean of the Graduate School for approval. Changes in registration may be made only with their consent.

Graduate credit is given under the following conditions: (1) The courses for which graduate credit is given must be definitely catalogued as courses carrying graduate credit. (2) Only those students who are eligible to receive graduate credit at the time a course is taken will receive graduate credit for such a course.

Admission to Candidacy. Registration for graduate study does not admit a student to candidacy for a higher degree. A graduate student who has been in residence one quarter or more, whose thesis subject has been approved, and who has given evidence of ability to do work of a graduate character may be admitted to candidacy for a higher degree by vote of the University Council. The mere accumulation of credits does not necessarily indicate ability to do graduate work. All applications for admission to candidacy for a higher degree should be made to the Dean of the Graduate School.

Requirements for the Master's Degree. Two higher degrees are offered: Master of Arts, (M. A.) provided the candidate meets the foreign language requirement for the A. B. degree; and Master of Science (M. S.) if the candidate does not meet the foreign language requirement for the A. B. degree. A student may be admitted to candidacy upon the completion of the following requirements: (a) The candidate must after securing a Bachelor's degree, furnish 48 hours of graduate credit, approved by the Dean of the Graduate School and major professor, 32 hours of which must be in residence, in addition to 186 hours of college credit, and 16 units of high school credit. (b) A thesis must be submitted based on work done in some field of investigation within the major department, and which must show evidence of independent research. The final acceptance of the thesis shall be under the supervision of a committee to be known as the Thesis Committee. This Committee shall consist of the major professor and two other persons to be selected by him. The thesis must be completed at least ten days before the final examination. (c) At least fifteen days before graduation, the candidate must pass an oral examination to be given by a committee to be known as the Examining Committee. This Committee shall consist of five members including the Dean of the Graduate School,

the major professor, and three other members to be selected by them.

The candidate shall furnish complete copies of his thesis to his major professor and to the Dean of the Graduate School at least five days before the date of the final examination. (d) A bound typewritten or printed copy of the thesis must be furnished the University library. Before the degree is granted the candidate must file with the Dean of the Graduate School a statement from the Librarian acknowledging the receipt of this copy. (e) A candidate for a Master's degree must secure a grade of "B" or above in three-fourths of his graduate work. No grade below "C" will count toward a Master's degree. (f) An applicant for this degree must furnish at least one-half of his graduate credit in his major subject. The rest of the credit for this degree must be offered in work closely related to the major subject.

DEMONSTRATION SCHOOLS

In no department has greater progress been made in recent years than in the field of method. The old established successful ways of teaching have been supplemented by a teaching technique adapted to the recent changes in the social order.

The demonstration schools of the summer session at the Brigham Young University will illustrate for the teachers the working out of these modern methods.

These demonstration schools are organized on four levels:

1. The kindergarten demonstration school will be held in connection with a course in the theory and method of kindergarten work. This course will deal with the organization, the objectives and methods to be employed

in kindergarten work. After working out the objectives and methods in the class, students will have an opportunity to observe the actual technique as it is demonstrated by a most efficient teacher.

2. Another demonstration group consisting of six and seven year old children will be organized to illustrate the methods in the lower primary grades. This demonstration class will also be given in connection with a course entitled "Special Methods in Lower Primary Subjects."

3. A third group organized for the purpose of demonstrating the problems of remedial teaching will be given in connection with a course in "Remedial Teaching." In this group pupils who are unsuccessful during the winter will be diagnosed and corrective methods worked out and demonstrated.

4. Another demonstration school will be organized on the junior high school level. It will be used to demonstrate the theory and methods in secondary teaching. It will be given in connection with the courses, "Organization and Administration of the Junior High School," and the "Junior High School Curriculum."

These demonstration classes are managed by specialists—individuals who have made a careful study of the most modern and efficient methods. They, therefore, present a rare opportunity for the teachers of the state to observe and study the objectives and technique of high grade teaching.

FEES

Entrance Fees

First of the six-weeks terms	$20.00
Alpine term	25.00
Both terms	35.00
Pupils in Demonstration courses	2.50

Special Alpine School Fee

Board and Room	$50.00

Regular Courses of Instruction

While regular classes will not be held for fewer than five graduate students, such students may register for graduate work in any of the major lines offered by the University and receive individual attention. Courses bearing numbers above 100 are primarily for graduate students.

Courses not announced in this catalogue may be organized provided a sufficient number of students apply.

ACCOUNTING AND BUSINESS ADMINISTRATION

Professor Hoyt; Associate Professor Boyle

57s. Retailing.—Alpine term. Daily. Three hours credit. Boyle.

The rise of the new phases of retail distribution, the chain store, cooperatives, etc., as well as the position of the older types, such as the department store and the independent merchant, etc., will be studied intensively. The present retail distribution tendencies, together with their possible future development will be made topics of intensive study.

61s. Personnel Administration.—Alpine term. Daily. Three hours credit. Boyle.

This course will be valuable to the student of modern economics and business problems because the personal differences between individuals have come to be recognized as vital factors in industrial efficiency.

To the student of education the importance of individual needs in classroom and vocational guidance are based upon the necessity of a thorough understanding of the individual. These viewpoints will be considered thoroughly.

79s or 179s. Marketing and Distribution Problems.—First term. Daily. Three hours credit. Hoyt.

A study of the problems arising from the new production and distribution methods which have resulted in the present large scale production and distribution of manufactured and agricultural commodities.

86s or 186s. Business Problems.—First term. Daily. Three hours credit. Hoyt.

This course deals with the fundamental problems of business. The object is to familiarize the student with present-day business problems and prepare him to arrive at conclusions from practical data submitted for his consideration.

AGRONOMY

Professor Martin

57s. Soil Geology.—First term. Daily. Three hours credit. (See Geology 57s.)

This course discusses the nature and formation of soils. Topics such as the following will receive attention: rocks and minerals—their soil and plant relationships; influence of glaciers on soil formation; effect of decomposing organic matter on the nature of the soil formed; mechanical and chemical agencies of rock decay. Field trips will be made, also some laboratory work with rocks and minerals. Some class periods will be given over to field and laboratory work.

105s. Advanced Laboratory in Soils.—First term. Credit, time, and subject matter to be arranged.

This work will consist of chemical, bacteriological, and other special laboratory work.

ANIMAL HUSBANDRY

Mr. Ivins

8s. Poultry Farming.—First term. Daily. Three hours credit.

Discussion of breeds of poultry, poultry house construction, hatching, brooding, rearing of pullets, feeding for egg production, culling.

98s. Experimental Animal Nutrition.—First term. Daily. Two hours credit.

Open to seniors and graduates only. Prerequisite: five hours in organic or bio-chemistry and Animal Husbandry 7. This course is designed to acquaint students with the methods used in small animal experimentation. One-hour lecture. Laboratory time and credit to be arranged.

ART

Professor Eastmond; Associate Professor Larsen; Assistant Professor Jensen; Mrs. Gourley

3s. Art Appreciation.—Alpine term. Daily. One or two hours credit. Larsen.

An introductory course for the development of greater understanding of and appreciation for pictures and other works of art. Discussions and demonstrations of the fundamental principles which underlie successful home planning, costume designing, and the appreciation of works of art.

11s. Landscape and Still-Life Painting in Water Color.—First term. Daily. Two hours credit. Eastmond.

Subjective composition and color study.

12s and 65s. Water Color Painting.—Alpine term. Daily. Two hours credit. Larsen.

For art students, supervisors, teachers, and others who wish to increase their appreciation for pictures by a study of color and composition.

32s-p. Ceramic Art.—(China Painting.) First term. Time and credit to be arranged. Mrs. Gourley.

Application of the various methods of original design in the decoration of appropriate wares.

38s and 67s. Oil Painting.—Alpine term. Daily. One to nine hours credit. Larsen.

Landscape painting from nature for beginners and advanced students.

43s. Normal Art.—(Graphic and Applied.) First term. Four recitations a week. Two hours credit. Jensen.

This course is especially designed for teachers of the grades. Various phases of objective representation, applied design, and constructive art adapted and correlated. Careful consideration of adopted courses of study and method.

54s. Methods of Teaching Art.—First term. Two hours credit. Eastmond.

Planning courses of study in art. Adaptation of media and equipment.

64s. Water Color Painting.—First term. Two hours credit. Eastmond.

Objective landscape and still-life painting continued. Subjective composition. Outdoor sketching.

77s-p. Studio Work.—First term. Time and credit to be arranged. Eastmond.

Landscape painting in oil, decorative painting, process illustration. Outline for work and other information pertaining to woodblock printing, art etching, and scenery painting will be given. Special attention is given to individual needs.

78s-p. Commercial and Applied Art.—First term. Time and credit to be arranged. Jensen.

Show card writing, poster art, designing and applied art.* Outline for work and other information pertaining to the course will be given. Special attention is given to individual needs.

*(Leather crafting, batik, textile woodblock printing, and metal crafting.)

BOTANY

Professors Cottam, Martin; Miss Snow

12s. General Botany.—First term. Daily. Three hours credit. Snow.

A general course considering the fundamental principles of morphologq, physiology, and reproduction of plants. Four lectures and two laboratory periods per week.

15s. Field Biology.—First term. Two hours credit. Snow.

A course in general nature study intended for teachers of primary and secondary grades. Four two-hour field trips or laboratory periods per week.

21s. General Bacteriology. — First term. Daily. Three hours credit. Martin.

The fundamental facts of bacteriology are considered, and applications of industrial, economic, and sanitary importance are made.

22s. General Bacteriology Laboratory.—First term. Two hours credit. Martin.

A laboratory course in general bacteriology designed to accompany Botany 21s. Laboratory periods 10:30 to 12:30 twice a week and one other period to be arranged.

50s or 150s. Algae of Utah Valley.—First term. Three hours credit. Snow.

A study of the morphology, life histories, and classification of the algae of our region. Time to be arranged.

55s. Flora of Timpanogos.—Alpine term. Daily. Three hours credit. Cottam.

This course will consider a brief survey of the Seed Plants which occur on Timpanogos. Students will learn to handle the Botanical Key and will become independent in classifying plants.

57s. Plant Ecology.—Alpine term. Daily. Three hours credit. Cottam.

This course will include a study of the plants as they appear in nature, their adaptations to soil and climate together with their distribution in Utah. One hour class and one field trip per week.

200s. Research.—Alpine term. Time and credit to be arranged. Cottam.

Open to any student prepared to carry on independent investigation in the field of Ecology or Taxonomy.

CHEMISTRY

Professor Maw; Mr. Jorgensen

1s. Elementary General Chemistry. — First term. Daily. Three hours credit. Maw.

This is an introductory course, intended for students who have not had high school chemistry. The principles

and theories of chemistry are considered in connection with the non-metals. It should be taken as a foundation for other sciences and especially for foods and nutrition.

2s. Elementary General Chemistry.—(Laboratory.) First term. Daily. Two hours credit. Jorgensen.

5s. Elementary Qualitative Analysis. — (Laboratory.) First term. Two to five hours credit. Maw.

Study of the metallic elements and qualitative analysis.

6s. Elementary Quantitative Analysis.—First term. Two to five hours credit, depending on work done. Jorgensen.

7s. Elementary Organic Chemistry. — First term. Daily. Three hours credit. Maw and Jorgensen.

A brief discussion of the carbon compounds. For students of home economics.

8s. Elementary Organic Chemistry. — (Laboratory Course.) First term. Two hours credit. Jorgensen.

Course to accompany Chemistry 7. Five afternoons a week.

51s. Principles of Inorganic Chemistry.—First term. Four recitations. Two hours credit. Maw.

Discussion of chemical theories and important generalizations in the field of inorganic chemistry.

52s. Principles of Inorganic Chemistry.—First term. Daily. Two hours credit. Jorgensen.

Laboratory course.

65s or 165s. Advanced Quantitative Analysis.— (Laboratory.) First term. Credit to be arranged. Maw.

Systematic mineral analysis and volumetric assays.

ECONOMICS

Professor Miller; Associate Professor Boyle

11s. Economics.—First and Alpine terms. Daily. Three hours credit. First term, Miller; Alpine term, Boyle.

A general survey of industrial society, its structure, its institutions, its operations. Historical background of the rise of modern capitalistic industry. A study of underlying assumptions of our present regime, such as private property, competition and the logical control of industrial activity.

59s or 159s. Social Aspects of Industry.—First term. Daily. Three hours credit. Miller.

The course is an introductory survey of a number of social problems of industry. A study of our complex industrial organization, with its legal and political institutions will form the basis for the study of such problems as immigration, labor supply, women in industry, reform movements, "The Machine", etc.

EDUCATIONAL ADMINISTRATION

Associate Professor Sudweeks; Professor Long

77s or 177s. Teachers' Participation in Administration and Supervision.—First term. Two hours credit. Long.

This course is especially designed for principals, supervisors, and teachers. As the title suggests, it deals mainly with the place and work of the teacher in the administration and supervision of the school. It covers the problems of the relationship of the teacher to the supervisor, means of cooperation, and possibilities for

relationships existing between the supervisor, teacher, and the principal.

79s or 179s. Statistical Methods.—First term. Daily. Three hours credit. Sudweeks.

This course deals with the principles and methods underlying the compilation and interpretation of educational data. A desirable prerequisite for courses or problems in research. Of value to teachers and administrators.

147s. Research Work.—First term. Four days a week. Two hours credit. Sudweeks.

For seniors and graduate students who are working on or towards a Master's thesis, or on a research problem. Scientific spirit and method; the technique of research; and definite guidance on a specific problem.

Note: Students filling an undergraduate major in Educational Administration should refer also to Secondary Teaching 52s and 55s.

ELEMENTARY EDUCATION

Assistant Professors Boyle, Ollorton, Peterson, Jensen; Professor Wilson

1s. Principles of Education.—Alpine term. Daily. Three hours credit. Wilson.

This is an introductory, survey course in education, planned to cover the general field. It serves to orient the student and to introduce him to the other courses in education. Required of all students qualifying for elementary teaching; recommended for all majoring in Elementary Education. The principal topics covered are: the child, the teacher, objectives in teaching, the teaching process, measuremnt, and the American public school.

5s. School Organization and Administration.—First term. Daily. Three hours credit. Boyle.

This course will acquaint teachers with the school as an institution in its relation to the state and the community, and will introduce in an elementary but practical way the problems of school organization, including such problems as the place of the superintendent, supervisors, and principal; teachers' assignments, the organization of the curriculum, classification of pupils, attendance, physical welfare of pupils, records, reports, etc. Those parts of the Utah school law with which teachers should be familiar will be carefully studied.

12s. The Elementary School Curriculum. — First term. Daily. Three hours credit. Boyle.

This course meets the requirements of the Utah State Board of Education for knowledge in this field. It includes a study of representative courses of study, a study of source sof materials, guidance in the selection and organization of materials into suitable teaching units with attention to sequences, time allotment, and programming. The course attempts also to meet the general demand for a greater mastery of subject matter but time is not taken in the course to make extensive reviews of the common branches. Evidence of reasonable mastery of elementary school subjects as furnished by results of a comprehensive series of informal and standard tests given preliminary to and parallel with this course is a prerequisite to credit.

62s. Special Methods in Lower Primary Subjects. —First term. Daily. Three hours credit. Peterson.

A consideration of the underlying principles, objectives and methods of teaching in the lower primary grades with special emphasis on oral and silent reading.

Note: Course 12 meets the State requirements for a study of the Utah Course of Study.

Related subjects, such as excursions, activity work, language, spelling and writing will receive attention. Demonstration lessons will be provided using the lower grade children.

63s. School Organization and Management.—First term. Four days a week. Two hours credit. Peterson.

A course in the conservation and the obtaining of the maximum educational value of every element in school and classroom organization. Such topics as the following will receive attention: school programs; getting the most out of the study period, the recitation period and the recess; care and use of supplies and books; school-room cleanliness and decoration; school records, reports, etc.; definite disciplinary problems; participation by the students in the management and control of the school.

64s. Remedial Teaching.—First term. Daily. Three hours credit. Ollorton.

This course aims at helping the teacher in instructing problem cases—groups of pupils passing through the grades without acquiring the fundamental skills. The study will include (a) diagnosis for discovering individual difficultes, testng procedure and interpretation; (b) case history; (c) remedial instruction including a survey of newer materials suited to remedial work and methods of instruction adapted to overcoming specific difficulties. The course will cover reading, spelling, and arithmetic, and the work will parallel the demonstration class. Students will have the opportunity of dealing directly with making diagnoses of the pupils of the demonstration class, and of meeting the instruction adapted to these pupils.

66s. Industrial Arts for Elementary Teachers.—First term. Four days a week. Two hours credit. Jensen.

A course designed to aid in the solution of construc-

tion problems met with in the project work of other school subjects. Sand table work, paper construction and sloyd work, costume designing for dramatization work, applied design, poster work, and similar problems will be treated.

67s. **Teaching the Social Studies in the Intermediate Grade.**—First term. Four days a week. Two hours credit. Ollorton.

A study of materials and methods in the social science studies of the elementary school subjects. Courses of study including recent innovations and tendencies in curriculum making in this field. Basic principles of methods to guide in the selection of materials and pupil activity. Methods in use in various courses including individual instruction plans. Each student will work out one compete teaching unit on basis of suggestions given in the course.

ENGLISH

Professors Christensen, Reynolds; Associate Professors Jensen, Merrill; Mrs. Carroll, Mr. Young

1s. **Rhetoric and Composition.**—First term. Daily. Three hours credit. Jensen.

Standard required freshman English course. Review of grammar, and exercises in writing.

11s. **Advanced English Grammar.** — Alpine term. Daily. Three hours credit. Young.

A rather intensive study of the grammar of the English language intended for teachers as well as for those who need help in corrective English.

16s. **Later American Writers.**—Alpine term. Daily. Three hours credit. Merrill.

A survey of American literature form about 1865 to the present time.

19s. **American Short Story Writers.**—First term. Four days a week. Two hours credit. Merrill.

62s. **Modern British Drama.**—First term. Daily. Three hours credit. Reynolds.

A study of the outstanding playwrights of the period.

66s. **The Literature of Nature.**—Alpine term. Daily. Three hours credit. Young.

This course is a study of the masterpieces of English and American literature that deal with nature.

71s. **Medieval Literature.**—First term. Daily. Three hours credit. Christensen.

A study of the beginnings of European literature to 1500, with emphasis on Old and Middle English.

85s. **Tennyson.**—Alpine term. Daily. Three hours credit. Carroll.

A study of Tennyson's major and minor poems.

86s. **Browning.**—First term. Daily. Three hours credit. Reynolds. A study of the author's major and minor poems.

93s. **The World's Greatest Novels.** — First term. Daily. Three hours credit. Jensen.

A study of selected novels of England, Continental Europe, and America.

98s. **Literary Criticism.**—First term. Daily. Three hours credit. Christensen.

The course aims to review the history of critical theory and to establish sound standards of value in the judging of literature.

171s. Medieval Literature. — First term. Daily. Three hours credit. Christensen.

186s. Browning.—First term. Daily. Three hours credit. Reynolds.

193s. The World's Greatest Novels.—First term. Daily. Three hours credit. Jensen.

198s. Literary Criticism.—First term. Daily. Three hours credit. Christensen.

GEOLOGY AND GEOGRAPHY

Professors Hansen, Martin; Mr. Dennis

GEOLOGY

30s. Mineralogy.—First term. Daily. Three hours credit. Dennis.

A lecture and laboratory course in the study of eighty of our common minerals.

55s. Introductory Geology. — First term. Daily. Three hours credit. Dennis.

A study of land forms, geological structures, disposition of rock-forming sediments, and the work of winds, water, together with a brief review of the past life forms. Lectures daily and three field trips.

57s. Soil Geology.—(See Agronomy 57s.) Martin.

100s. Research.—Each term. Credit proportional to amount and quality of work done. Hansen.

Under this course special problems in the field of Geology may be assigned to students prepared to do original work. Hours and credit to be arranged.

GEOGRAPHY

57s. Advanced Physiography.—Alpine term. Daily. Three hours credit. Hansen.

A detailed study of characteristic physiographic types.

ANTHROPOLOGY

51s. General Anthropology.—Alpine term. Daily. Three hours credit. Hansen.

A general introductory course in the study of the science of man, based on old and new world sources of evidence. Six lectures a week.

HISTORY

Professors Jensen, Snow

72s or 172s. Recent and Contemporary Civilization.—First term. Daily. Three hours credit. Snow.

After a brief survey of medieval institutions and the movements underlying present-day civilization, attention will be given to the nature of contemporary life and the insistent problems pressing for solution.

82s or 182s. History of the West. — First term. Daily. Three hours credit. Snow.

In this course a survey of the westward march from the Atlantic to the Pacific will be made. Chief emphasis will be laid on Utah and the Trans-Mississippi.

98s or 198s. Recent American History. — Alpine term. Daily. Three hours credit. Jensen.

A study of the history of the United States, since the World War with reference to its domestic and foreign policies, and its political and economic development.

HOME ECONOMICS

Associate Professors Warnick, Cannon; Miss Tuckfield

6s. Suggestive Ways for Entertaining for Various Occasions.—First term. Daily. Three hours credit. Cannon.

Laboratory and lecture work will be devoted to the preparation of type food for breakfasts, luncheons, and parties. The duties of the hostess and etiquette will be emphasized.

21s. Clothing.—First term. M.T.W.Th. Two hours credit. Tuckfield.

Prerequisite or parallels, Art 21. Use and application of commercial patterns to the user. Technical finishing of simple, machine-made garments. Lecture period will consider the purchasing of textiles, their construction and care. Making of wool dresses and tailored finishes.

24s. Dress Appreciation.—First term. M.T.W.Th. Two hours credit. Tuckfield.

The aim of this course is to give a practical knowledge and appreciation of good design in dress and to help the pupil choose her personal wardrobe wisely. Open to all students not majoring in home economics.

50s. Large Quantity Cookery.—First term. Daily. Three hours credit. Warnick.

Experience in management of school cafeterias, quantity cookery, marketing, keeping of cafeteria accounts. Prerequisites for students majoring in foods and nutrition: Courses 21, 22, 23 in annual catalogue or equivalent.

52s. Nutrition of Children.—First term. M.T.W.Th Two hours credit. Cannon.

A consideration of the nutritional requirements of and disorders of pregnancy, infancy, the pre-school and the school child.

76s. **Home Management.**—First term. Daily. Three hours credit. Warnick.

The study of the organization and management of the home, including home ideals, methods of work, division of time in the household and household tools.

MATHEMATICS

Professor Marshall

12s. **College Algebra.**—First term. Daily. Three to five hours credit depending on the amount of work done.

A brief review of high school algebra, followed by a study of quadratic equations, permutations and combinations, determinants, etc.

MODERN LANGUAGES

Professor Snell, Mrs. Roberts, Mr. Young

FRENCH

1s. **Elementary French.**—First term. Two sessions daily. Five hours credit. Roberts.

Easy reading, pronunciation, and the fundamentals of grammar.

2s. **Elementary French.**—Alpine term. Two sessions daily. Five hours credit. Young.

Reading, vocabulary building, and grammar drill.

GERMAN

52s. Advanced German.—First term. Daily. Three hours credit. Snell.

An intensive study of contemporary German, intended primarily to develop the ability to read.

MUSIC

THEORY OF MUSIC

Associate Professors Sauer, Robertson; Mr. Hanson

21s. Harmony.—First term. Daily. Three hours credit. Robertson.

Intervals, primary triads, dominant seventh chord, non-harmonic tones, open harmony.

41s. Public School Methods.—First term. Four recitations a week. Two hours credit. Hanson.

Materials and methods for the grades.

77s. Band Arrangement.—First term. Four recitations a week. Two hours credit. Sauer.

A practical course in arranging simple music for band. Designed to aid supervisors and teachers of band.

91s. High School Methods.—First term. Four recitations a week. Two hours credit. Hanson.

Special technique of instruction and materials for the junior and senior high schools.

INSTRUMENTAL MUSIC

Associate Professors Sauer, Robertson; Mr. Hanson, Mr. Nelson, Mr. Fitzroy, Mr. Buggert

1s. Band.—First term. Daily. One hour credit. Sauer.

Students must be able to play their instruments. Materials used: standard overtures, operatic selections, and miscellaneous military band music.

7s. Orchestra.—First term. Daily. One hour credit. Robertson.

Students must be able to play their instruments. Practice in the rendition of instrumental solo and ensemble work for string, reed, brass, and percussion instruments.

1s-p to 6s-p; 51s-p to 56s-p. Piano.—Both terms. Time to be arranged. Nelson, Hanson, Fitzroy.

Private instruction for beginners, advanced students and teachers. Fees, time and credit to be arranged with instructors.

1s-p to 6s-p; 51s-p to 56s-p. Piano School.—First term. Daily. Nelson. Intensified piano for beginners or advanced students through daily individual instruction. A practice piano is furnished for a certain number of hours each day. Credit according to the amount of time spent in preparation and the frequency of instruction. Fees and time to be arranged with instructor.

1s-p to 6s-p; 51s-p to 56s-p. Violin.—Both terms. Robertson.

Private instruction for beginners, advanced students, and teachers. Fees, time, and credit to be arranged with instructor.

1s-p to 6s-p; 51s-p to 56s-p. Wind Instruments.—First term. Sauer, Nelson, Buggert.

Private instruction for beginners, advanced students, and teachers. Fees, time and credit to be arranged with instructors.

63s-p. Piano Pedagogy.—First term. Hanson, Nelson.

Private instruction and group work. Methods of teaching piano, and materials. Fees, time and credit to be arranged with instructors.

VOCAL MUSIC

Mr. Hanson, Miss Summerhays, Mrs. Packard, Professor Belarsky

1s-p to 6s-p. Private Vocal Culture.—First term. One or two hours credit. Belarsky, Summerhays, Packard.

Systematic instruction in vocal study as evolved from the best methods.

12s to 18s; 69s to 74s. Male Glee Club.—First term. Daily. One hour credit. Hanson.

For students desiring the better forms of music for male voices. Duets, trios, and ensemble work. All singers eligible.

13s to 18s; 69s to 74s. Ladies' Glee Club.—First term. Daily. One hour credit. Summerhays.

For students desiring the better forms of music for ladies' voices. Part singing in duets, trios, quartets, and other ensemble arrangements.

OFFICE PRACTICE

Mrs. Lloyd

21s-24s. Typewriting.—First term. Students may register for two hours daily and two hours credit.

Touch typewriting according to standard methods.

PHILOSOPHY OF EDUCATION

Professors Woodward, Wilson

61s. Educational Sociology.—Alpine term. Daily. Three hours credit. Wilson.

This course deals with the social factors which should be given consideration in modern educational theory and practice.

81s. Science of Education. — First term. Daily. Three hours credit. Wilson.

This course should be preceded by work in psychology. A consideration of the fundamental problems of educational theory and practice; the aims, standards and content of education. A study of the principles determining educational values. A summary of the phychological investigations that have ben made relative to the principal school subjects. The origin and present status of educational theory in the problems of liberal vocational guidance, doctrines of formal discipline and interest.

90s or 190s. Education and Twentieth Century Civilization. — Alpine term. Daily. Three hours credit. Woodward.

The course deals with the outstanding present-day political, economic, social and educational conditions in fourteen of the most important countries of the Orient and Occident. The aim of the course is to present a vivid picture of the life, aspirations, and problems of the peoples of Japan, China, Philippine Islands, Java, Siam, India, Egypt, Greece, Italy, Austria, Germany, Russia, France, and England.

111s. Education and Civilization, Past and Present. —First term. Three days a week. One hour credit.

This course consists of a series of lectures on civilization, past and present and on vital educational subjects related to those civilizations. It is described in detail under "Lecture Course" at the beginning of the catalog. It may be taken for credit provided the student keep well-organized notes on the various lectures. The teachers and lecturers on this course are: William C. Graham, Dr. H. G. Good, Professor Mark A. May, Professor I. B. Nash, Mr. Sunder Joshi, President Franklin S. Harris, Dr. David Snedden, Dr. Wm. J. Snow, Dr. George H. Hansen, and Dr. Thomas L. Martin. Dr. H. M. Woodward is in charge.

187s. Philosophy and Technique of Character Building.—First term. Four days a week. Two hours credit. Woodward.

This course aims to present a philosophy and technique of character building. It is designed to give specific help to teachers and students interested in the development of the abundant life. It covers such problems as the fundamental basis of right and wrong, the nature of man, his opportunities for growth and development, the nature of the good life, man as an experiment with life, his struggle for happiness, the laws upon which happiness depends, the characteristics which make up a satisfactory character and the enemies of the good life. The course also deals with a technique designed to assist the student in the unifying of his own personality in the enrichment of life and in the development of the power of self-control, and self-mastery. Open to upper division and graduate students. (See Religious Education 111s.)

PHYSICAL EDUCATION

Professors G. O. Romney, Nash, Armstrong, E. L. Romney, Dyche; Doctors Cullimore, Oaks, Merrill; Associate Professors Robertson, Sauer; Assistant Professors Jeppson, Hart, Morley; Mr. Dixon, Miss Summerhays, Mr. Cote, Mr. Nusink, Mr. Day, Miss Stewart, Mr. Robinson, Miss Coleman

14s. Advanced Physical Education. — First term. Daily. One hour credit. Dixon.

This course will include instruction for both men and women in general physical activities such as volley ball, baseball, tennis, golf, etc. The work will be recreational in nature and is specially planned for summer students.

18s. Wrestling.—First term. Daily. One hour credit. Cote.

This course is designed to familiarize the student in the fundamentals of amateur wrestling with particular emphasis on method of teaching and developing wrestlers and organizing teams.

19s. Tennis.—First term. Daily. One hour credit. Dixon.

This course will deal with the theory and practice of strokes and other phases of the game.

21s. Physical Education for Grade Teachers.—First term (last three weeks). Two hours daily. One hour credit. Jeppson.

This course is designed to prepare students taking a normal training course for the teaching of Danish and natural gymnastics, games, folk dancing, and rhythmical impressions in the grade schools. Some emphasis will be placed on agility tests.

51s or 151s. Football Coaching.—First term (third and fourth weeks only). Two hours daily. Two hours credit. Romney, Armstrong, Romney.

This course aims to cover thoroughly all phases of football with intent to render the greatest possible aid to high school coaches.

52s or 152s. Basketball Coaching.—First term (fifth and sixth weeks only). Two hours daily. Two hours credit. Romney, Dixon, Hart.

This course aims to cover thoroughly all phases of basketball with intent to render the greatest possible aid to high school coaches.

53s or 153s. Track and Field Coaching.—First term (first and second weeks only). Two hours daily. Two hours credit. Romney, Armstrong, Romney, Hart.

This course aims to cover thoroughly all phases of track and field work with intent to render the greatest possible aid to high school coaches.

54s. Athletics for Women.—First term. Daily. Two hours credit. Jeppson.

A coaching course in major and minor sports including field hockey, soccer, archery, basketball, baseball, volley ball, speedball, shuffle board, tennis koit, hit pin ball.

61s. Interpretative Dancing. — First term. Daily. One hour credit. Coleman.

This course will offer instruction in dance technique, music impressions and various interpretative dance forms. It will include some theory and creative work.

71s or 171s. Theory and Practice of Organized Play. —First term. Daily. One hour credit. Nash and Stewart.

The theory of organized play, including community centers, special activities, home recreation; play in insti-

tutions, such as orphanages, hospitals, asylums and homes for the aged; social recreation such as planning recreation programs for churches, clubs, neighborhood groups, industrial groups, picnics and community gatherings; program making such as how to build and develop the recreation program to serve all groups in the community with a variety of activities throughout the year; discussion on balancing the program; play facilities, such as layout of athletic fields, construction of buildings, swimming and wading pools, equipping the playgrounds, gymnasiums and other play centers.

72s or 172s. Organization and Administration of Play and Recreation.—First term (first three weeks only). Two hours daily. Three hours credit. Nash and Stewart.

A complete picture of the responsibilities of a superintendent of recreation and a discussion of the executive and administrative problems arising out of the conduct of a community-wide recreation program. Emphasis on park recreation problems, city government problems, problems of recreation finance, publicity problems, field problems, personnel problems, problems in cooperation, school recreation problems and surveys.

73s or 173s. Nature of Man and the Function of Play and Recreation.—First term (last three weeks only). Daily. One hour credit. Jeppson and Stewart.

A discussion of the theories of individual and community life.

81s. Tap, Clog, and Folk Dancing.—First term. Daily. One hour credit. Jeppson.

This course will be in the form of a material summary class—and some creative work with emphasis on national folk dancing and the fundamentals of clog and tap.

91s. Applied Anatomy and Kinesiology. — First term. Daily. Three hours credit. Dixon.

This course will take up the anatomy of the human body with emphasis upon the study of bones, joints and the skeletal muscles. Careful examination of gymnastic and athletic exercises will be made with reference to their effect upon the function and structure of the body.

92s or 192s. Principles of Physical Education.— First term. Daily. Three hours credit. Hart, Romney and Day.

This course aims to acquaint the student with the theories and systems of physical education, with special emphasis on the modern system and present trend, and to discuss programs, tests and measurements, intramural athletics and pedagogy of physical education.

94s or 194s. Hygiene. — First term (sixth week only). Two hours daily. One hour credit. Drs. Cullimore, Oaks, and Merrill, Hart.

This course aims to outline the fields of personal and social hygiene and to suggest the place of hygiene in the curriculum and the method of teaching it.

95s or 195s. First Aid.—First term (fourth week only). Two hours daily. One hour credit. Dyche and Nusink.

A practical course in the conditioning and care of athletes and treatment of injuries. Attention will be given to the use of heat, electricity, and water in treating injuries and illnesses.

96s or 196s. Corrective Exercises.—First term fifth week only). Two hours daily. One hour credit. Dyche.

This course aims to acquaint the student with the purposes and nature of corrective exercises and the methods of application.

99s or 199s. Material Summary.—First term. Daily. One, two, or three hours credit. One-half hour credit per unit. (Note: Students must register for at least two, four or six units.) Nash, Jeppson, Stewart, Robinson, Hart, Eastmond, Robertson, Sauer, Summerhays, Morley.

The course is divided into week unit periods or job units, including the following: games, stunts and relays, athletics, community music, community drama and speech, pageantry, handicraft, nature study, camping, appreciation of all arts such as painting, etching, etc.

PHYSICS

Professor Marshall; Associate Professor Hales

11s. Survey Course in Physics.—First term. Daily. Three hours credit. Marshall.

This is an orientation course designed for the non-science student who wishes to obtain some information in the field of physics.

16s. Descriptive Astronomy.—Alpine term. Daily. Three hours credit. Hales.

This course deals with the physics of heavenly bodies. The laws which govern their motion and structure, and other phenomena associated with them are studied in detail. A portable telescope will be in use at Aspen Grove and frequent trips will be made to the University Observatory on Maeser Hill.

21s. Meteorology. — Alpine term. Daily. Three hours credit. Hales.

This course deals with the physics of the earth's atmosphere. It includes a study of the causes which produce variations in pressure, temperature, and humidity of the air and their influence upon weather and climate.

This course should be particularly valuable to one interested in aeronatics, weather bureau work, or teaching.

POLITICAL SCIENCE

Professor Jensen

73s or 173s. Comparative Constitutional Government.—Alpine term. Daily. Three hours credit. Jensen.

A study of the organization and operation of the governments of England, France, Italy, Germany. Switzerland, and Russia.

82s or 182s. History of American Foreign Policy.—First term. Daily. Three hours credit. Jensen.

This course traces the history of American foreign relations from the Revolutionary period to the present. Attention is given to the principal issues of diplomatic controversy and settlement.

PSYCHOLOGY

Professor Poulson

71s. Mental Hygiene and the Psychology of Childhood.—First term. Four days a week. Two hours credit.

A course dealing with certain important specialized phases of educational psychology. The mental development of the pre-school and elementary school child, mental hygiene problems, and the recognition and training of dull and gifted children will be considered from the psychological point of view. Prerequisite: at least three hours credit in psychology. (See Religious Education 171s.)

72s. Psychology of Adolescence.—First term. Four days a week. Two hours credit.

Continuation of Psychology 71s with special reference to the educational problems of adolescence as the psychologist sees them. Certain phases of psychology of religion which pertain especially to this period will receive consideration. Prerequsite: at least five hours credit in psychology. (See Religious Education 172s.)

73s. Psychology of Religion. — First term. Four days a week. Two hours credit.

An advanced consideration of some of the most important results of the psychological study of religion as a basis for the interpretation of its meanings in personal and social life. Prerequisites: at least five hours credit in psychology and senior or graduate classification. (See Religious Education 173s.)

181s. Seminar in Psychology.—First term. Time to be arranged. One hour credit.

A somewhat intensive study of some narrow phase of the psychology of religion of especial interest to each individual student registering for the course. Prerequisite: at least ten hours of credit in psychology. (See Religious Education 181s.)

RELIGIOUS EDUCATION

President-Emeritus George H. Brimhall; *Professors Wilson, Graham, Woodward, Nelson, Poulson, Snell*

52s or 152s. History and Development of the Mormon Community.—First term. Two hours credit. Nelson.

This course deals with the evolution of the "village" from the community organization among the Mormons. The social, political, economic, and intellectual characteristics of the early nineteenth century are studied as back-

ground material. Subordinate treatment is given to village systems of Europe and Asia, and their possible relation to the Mormon village. Early economic ideals of the Mormons as embodied in the "United Order", together with other plans for "building Zion" are considered. (See Rural Social Economics 52s.)

80s or 180s. Objectives and Methods in Seminary Teaching.—First term. Two hours credit. Wilson.

This course is designed primarily for beginners in seminary work. It deals with the immedate and remote objectves in Religious Education and with the most effective methods by which these objectives may be realized. Other subjects will be discussed, such as: How to make the safe transition from the home shelter to college freedom; and how students may become open-minded, forward-looking and scientific, and still retain their faith in the gospel of Jesus Christ.

106s. Criticism and the Bible.—Alpine term. Daily. Three hours credit. Snell.

A course introductory to a serious study of the Bible. The place and aims of biblical criticism. The story of its rise, and a consideration of some of the results of it. Notable examples of its application to Hebrew and Jewish literature, particularly to certain books of the Old Testament. The course aims to promote a reverent, open-minded study of the literature, which more than any other, has influenced Western civilization.

111s. Philosophy and Technique of Character Building.—First term. Two hours credit. Woodward.

This course aims to preesnt a philosophy and technique of character building. It is desired to give specific help to teachers and students interested in the development of the abundant life. It covers such problems as the fundamental basis of right and wrong, the nature of

man, his opportunities for growth and development, the nature of the good life, man as an experimenter of life, his struggle for happiness, the laws upon which happiness depends, the characteristics which make up a satisfactory character and the enemies of the good life. The course also deals with a technique designed to assist the student in the unifying of his own personality, in the enrichment of life and in the development of power of self-control, and self-mastery. Open to upper division as well as graduate students. (See Philosophy of Education 187s.)

156s. History of the Hebrews.—First term. Daily. Three hours credit. Graham.

This course will trace the history of the Hebrews as far as they exile. It will deal in some detail with the critical analysis with the books of Genesis to Kings, and with the history of the early prophets. A great deal of archeological material will be used.

157s. Hebrew Religion and the Social Stress.—First term. Daily. Three hours credit. Graham.

In this course will be shown the religion of the Hebrews in action as an agent for meeting social stress of various kinds. Chronologically the course will cover a longer range than 156s. It will, however, deal more with the culture and in particular with the religious aspects of culture than it will with the political history. It will show how the religion of the Hebrews adjusts itself to the particular problems of each new age losing the distinctiveness which has given it significance.

171s. Mental Hygiene and the Psychology of Childhood.—First term. Four days a week. Two hours credit. Poulson.

A course dealing with certain important specialized phases of educational psychology. The mental development of the pre-school and elementary school child, men-

tal hygiene prblems, and the recognition and training of dull and gifted children will be considered from the psychological point of view. Prerequisites: at least three hours credit in psychology. (See Psychology 71s.)

172s. Psychology of Adolescence.—First term. Four days a week. Two hours credit. Poulson.

Continuation of Psychology 171s with special reference to the educational problems of adolescence as the psychologist sees them. Certain phases of psychology of religion which pertain especially to this period will receive consideration. Prerequisite: at least five hours credit in psychology. (See Psychology 72s.)

173s. Psychology of Religion.—First term. Four days a week. Two hours credit. Poulson.

An advanced consideration of some of the most important results of the psychological study of religion as a basis for the interpretation of its meanings in personal and social life. Prerequisites: at least five hours credit in psychology and senior or graduate classification. (See Psychology 73s.)

181s. Seminar in Psychology.—First term. Time to be arranged. One hour credit. Poulson.

A somewhat intensive study of some narrow phase of the psychology of religion of especial interest to each individual student registering for the course. Prerequisite: at least ten hours of credit in psychology. (See Psychology 181s.)

RURAL SOCIAL ECONOMICS

Professor Nelson

52s or 152s. History and Development of the Mormon Community.—First term. Four days a week. Two hours credit.

This course deals with the evolution of the "village" form of community organization among the Latter-day Saints. The social, political, economic, and intellectual characteristics of the early nineteenth century are studied as background material. Subordinate treatment is given to village systems of Europe and Asia, and their possible relation to the Mormon village. Early economic ideals of the Mormons as embodied in the "United Order", together with other plans for "building Zion" are considered. (See Religious Education 52s.)

104s. Research Methods in Social Science.—First term. Three hours credit.

The nature of social science; types of approach to and methods of study of social phenomena. Students should have some knowledge of statistical method before taking the course, or get consent of the instructor.

SECONDARY EDUCATION

Professors Merrill, Long; Assistant Professor Boyle; Mr. Jensen, Mrs. Rich

All students in Junior High School Organization and Administration are advised to register for Secondary Teaching 56s.—Demonstrations in High School Teaching.

51s. Organization, Administration, and Teaching Methods in Secondary Schools.—First term. Four days a week. Two hours credit. Merrill.

This course is designed to include a study of methods of teaching in high school, necessary as a prerequisite for practice teaching. This is part of the course, Organization and Administration of Secondary Schools, as outlined in the certification requirement of the state. Courses 51 and 52 will be required for those desiring credit in practice teaching and recommendation to the State Board of Education for certificaation. In Coure 51 emphasis will be placed on methods of teaching in high school.

52s. Organization and Administration of Secondary Schools.—First term. Four days a week. Two hours credit. Long.

During this course special attention will be given to the problems of high school organization and administration.

55s or 155s. Junior High School Organization and Administration.—First term. Four day a week. Two hours credit. Long.

This course will deal with the most vital problems in the organization and methods of teaching in the junior high school. The functions, the objectives, and curricula and courses of study, and technique of teaching on this level will be given special consideration. Students will have the opportunity of observing in the Secondary Training School.

56s. Demonstrations in High School Teaching.—First term. One hour credit. Merrill, Jensen and Rich.

Open to all students of the summer school. Demonstrations will be conducted every Tuesday and Thursday. In these demonstrations an opportunity will be given to observe the best methods of organizing and presenting subject matter for the attainment of specific end products of training.

91s or 191s. High School Curriculum.—First term. Daily. Three hours credit. Merrill.

This course deals with the modern practices in planning, revising, and administering the curriculum of the Junior High School.

SOCIOLOGY

Professors Swenson, Nelson

52s or 152s. History and Development of the "Mormon" Community.—First term. Two hours credit. Nelson. (See Rural Social Economics 52s.)

55s. General Sociology.—Alpine term. Daily. Three hours credit. Swenson.

A general course dealing with the structure and function of the social organization. Special emphasis is given to the social forces and processes.

101s. History of Social Theory. — Alpine term. Daily. Three hours credit. Swenson.

The course deals with the evolution of social theories beginning with Aristotle and Plato.

SPEECH

Assistant Professor Morley

11s. Fundamentals of Interpretation.—First term. Daily. Three hours credit.

A study of the essentials of effective oral interpretation and practice in applying these essentials to types of literary composition.

72s. Play Production.—First term. Daily. Three hours credit.

An introduction to the theory underlying dramatic production and its practical application to the design, construction and use of scenery, costume, lighting, and make-up.

ZOOLOGY AND ENTOMOLOGY

Professor Tanner, Dr. Cullimore, Mr. Brown

11s. General Zoology.—First term. Daily. Three hours credit. Brown.

Fundamentals of structure, physiology, development, adaptations, classification, and bearing of biology on human life. Four lectures and two laboratory periods.

20s. Health Education.—First term. Daily. Three hours credit. Cullimore.

Designed to meet the state requirements in health education. The early part of the course is devoted to fundamental physiological processes, and upon these as a foundation are based studies of personal hygiene, hygiene of the school child, sanitation of school buildings and surroundings, public and home sanitation, and recognition of defects in children.

77s. Evolution and Genetics.—First term. Daily. Three hours credit. Brown.

A study of the facts of evolution derived from the classification, embryology, comparative anatomy, geographical distribution, etc., of the plants and animals about us. The cell as the physical basis of heredity; the germ cell cycle, variation, mutations, Mendelism, inheritance of acquired characteristics, pure lines, sex determination and their relation to evolution will be studied.

85s. Fresh Water Zoology Problems.—First term. Time and credit to be arranged. Brown.

Special problems dealing with the plankton, mollusca, insects, fish, etc. of Utah Lake. Problems will be assigned to individual students. Previous zoological work is a prerequisite. The work will be conducted at the Lakeside Biological Laboratory.

93s. Field Zoology.—First and Alpine terms. Time and credit to be arranged. Tanner.

Open only to students majoring in Zoology and Entomology. Students may make extensive collections of the animal life of this or adjoining states and then make a report on the same. The report and collection to be left with the University. This course aims to give the student training in systematic zoology and museum work.

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Brigham Young University Quarterly

Vol. XXVI FEBRUARY 1, 1930 No. III

Brigham Young University
Summer School

FIRST TERM

JUNE 9 — JULY 18

ALPINE TERM

JULY 21 — AUGUST 22

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PUBLISHED BY THE
BRIGHAM YOUNG UNIVERSITY
PROVO, UTAH

Entered June 14, 1905, at Provo, Utah, as second-class matter under Act of Congress of July 16, 1904.

Accepted for mailing at special rate of postage provided for in Section 1703, Act of October 3, 1917, authorized July 30, 1918.

BRIGHAM YOUNG UNIVERSITY QUARTERLY

Summer School Announcement

1930

First Term

June 9--July 18

Alpine Term

July 21--August 22

(Alpine term meets six days a week)

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NEW CENTURY PRINTING CO., PROVO, UTAH

Calendar

1930

SUMMER QUARTER

June 9	Registration
June 10	Class Work of the First Term Begins
July 4	Holiday
July 18	First Term Ends
July 18-19	Annual Hike to Mt. Timpanogos
July 21	Alpine Term Begins
July 24	Pioneer Day
Aug. 22	Alpine Term Ends

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Leader of the Brooklyn Society for Ethical Culture

General Information

The Brigham Young University offers in its Summer Quarter an unusual educational and social opportunity.

The summer session presents a liberal offering of courses in many lines, and provides close personal contact between instructor and student. The instruction is given by an excellent corps of teachers nearly all of whom belong to the regular staff so that the subjects taught are in charge of the specialists that teach them during the other quarters of the school year. This offers to those who can attend summer school only as great an opportunity of contact with leading educators in their respective fields as if they attended during the remainder of the year.

The work of the University is organized into the following colleges and divisions:

College of Education
College of Arts and Sciences
College of Commerce
College of Applied Science
College of Fine Arts
Extension Division
Research Division, and a
Graduate School

PROVO

The Brigham Young University is fortunate in being located in Provo, the heart of Utah County. Provo, from every angle, is a splendid summer school town. Because of its unusually fine climate, and its great variety of fruits, flowers, and trees it has long been called the

Garden City. It is located in the heart of outdoor attractions. From the "Y" campus, roads radiate in all directions along which outdoor pleasures may be found.

It is a city of homes and churches. The people are friendly and helpful. The closest cooperation and the finest friendliness are maintained between school and citizens.

ACCOMMODATIONS

The people of Provo have shown great educational patriotism in providing for the comfort and convenience of students. If patrons will make their wants known in advance, delays in getting properly located will be avoided. The price of accommodations at private homes varies as at hotels and rooming houses, the rate depending upon what the student wants and is willing to pay. No one need fear a lack of accommodations within easy access of the University.

Special Features

OPPORTUNITIES FOR RECREATION

The Brigham Young University is ideally located from the point of view of the summer school student. The adjacent lake, mountains, canyons, streams, gardens, orchards, forests, and splendid roads combine to make recreation really the recreative kind. Furthermore, the Physical Education department organizes the activities of the summer in a way that makes them of the highest recreational value.

Among the special recreational activities planned for the summer sesson of 1930 are the following:

Friday	June	13	Get Acquainted Social
Saturday	"	14	Provona Beach Regatta and Festival
Saturday	"	21	Ascension of Mt. Nebo
Friday	"	27	Moonlight Hike to Maple Flat
Saturday	July	5	Timpanogos Cave and Hot Pots
Friday	"	11	Evening of Fine Arts
Saturday	"	12	Annual Trip to Bingham and Saltair
Thursday	"	17	Hikers' Frolic, University Lawn
Friday	"	18	Program at Theatre of the Pines
Saturday	"	19	Annual Ascension of Timpanogos

The Nineteenth Annual Timpanogos Hike to the top of Mt. Timpanogos, Utah's wonder mountain and seat of the Alpine Summer School, takes place at the close of the first term of summer school on Saturday, July 19. This hike grows in popularity with the passing years. Now that the new Aspen Grove trail is completed any ordinary hiker can easily reach Emerald Lake, the most interesting part of the mountain. The trip to the top of Mt. Timpanogos is an event of a life-time. The campfire

program the night before the hike at Aspen Grove, the new trail winding through myriads of flowers, the scores of dashing water-falls, the smell of the pines, the delicious water to be had all along the trail, Emerald Lake, a little gem of the mountain, the unique glacier, the towering cliffs, and the thrilling slide down the glacier—all combine to make the hike a wonderful experience.

Timpanogos Cave Trip. Frequent trips are made by summer school students to the famous Timpanogos Cave in American Fork canyon. From the trail leading to the cave magnificent views may be had of American Fork canyon. A trip around the new Timpanogos Scenic Loop of the Alpine Highway will be made some time during the summer session.

Trips to the Hot Pots at Midway, interesting geological formations as well as delightful places to swim, are on the summer program.

Outing on Utah Lake. One of the principal events of the summer session is the annual outing on Utah Lake. Although the lake is used almost daily by small swimming and boating parties, at least one big student body outing is arranged.

Week-End Outings at Aspen Grove. During the first term, which will be held at the Provo campus, a number of week-end outings will be held at Aspen Grove where the buildings and equipment of the Alpine Summer School will furnish suitable accommodations.

Art Lectures and Exhibitions. During the summer term exhibitions of drawing, painting, applied art, and sculpture will be held. Illustrated lectures on art will be given from the point of view of art appreciation.

ALPINE SUMMER SCHOOL

During the summer of 1922 Brigham Young University etsablished an Alpine Summer School at the base of Mt. Timpanogos, the highest of the Wasatch peaks. The school is located well up in the Alpine region, in a beautiful aspen grove at an elevation of 6,800 feet, below a perpetual glacier and a wonderful system of falls and cataracts.

The first session was an experiment, but the success of the term and the universal satisfaction enjoyed by teachers and students revealed many unique possibilities for scientific research and study. The work of the science classes soon demonstrated that a large per cent of the plant life and fossil remains there had never been described or classiifed. In fact, the region proved to be such a wonderful laboratory for original research in biology, geology, and nature work, that the Alpine Summer School was made a permament institution.

The curriculum has been enlarged to include the natural sciences, fine arts, literature, philosophy, sociology, economics, psychology, and history.

Perhaps there is no place in the Rocky mountains where opportunity for scientific research is so combined with the wonderful beauties of nature. In the short distance of twenty miles it is possible to find every plant fram salt grass on the shores of Utah Lake to the flowers blooming beneath perpetual snow near the top of Timpanogos.

In addition to many short hikes connected with the Alpine Term of Summer School two outstanding trips are featured. They are the annual Botany-Geology hike up Mt. Timpanogos and the annual trip to Mirror Lake in the Grand-daddy Lakes region.

The Alpine School is well organized. Dormitories are provided for the women, who are under the direct supervision of the Dean of Women. Meals are served

in the dining hall, and a central reading room and social center is provided. The social life of the camp is wholesome and educational. All students are expected to observe a few definite rules which make for the comfort, convenience and enjoyment of the group. See page 53 for further information.

THE GRADUATE SCHOOL

The number of students applying for work leading to Master Degrees has increased to such an extent that the Summer School is fast becoming a center for advanced professional training.

Character of Graduate Work. The essential aim of graduate study is to develop the power to do independent work and to encourage the spirit of research. Each candidate for a higher degree is expected to possess a broad, general knowledge of his major and a fair degree of information in his minor subject.

Registration. All students pursuing graduate work are to be registered by the Dean of the Graduate School.

Students holding a Bachelor's degree equivalent to that conferred by the Brigham Young University will be admitted to graduate work without examination.

If during any quarter of the senior year a candidate for a baccalaureate degree finds it possible to complete all requirements for such degree with a registration of fewer than sixteen hours of undergraduate credit, he may register with the Dean of the Graduate School for enough graduate credit so that the total registration shall not exceed sixteen quarter hours during such quarter.

Admission to graduate courses is granted only to those who have the requisite undergraduate work in those courses or departments. In order adequately to determine this fact a student should file with the Dean of the Graduate School an official transcript of his un-

dergraduate courses at the time that he registers for graduate study.

Each graduate student must submit his course of study and the title of his thesis to his major professor and the Dean of the Graduate School for approval. Changes in registration may be made only with their consent.

Graduate credit is given under the following conditions: (1) The courses for which graduate credit is given must be definitely catalogued as courses carrying graduate credit. (2) Only those students who are eligible to receive graduate credit at the time a course is taken will receive graduate credit for such a course.

Admission to Candidacy. Registration for graduate study does not admit a student to candidacy for a higher degree. A graduate student who has been in residence one quarter or more, whose thesis subject has been approved, and who has given evidence of ability to do work of a graduate character may be admitted to candidacy for a higher degree by vote of the University Council. The mere accumulation of credits does not necessarily indicate ability to do graduate work. All applications for admission to candidacy for a higher degree should be made to the Dean of the Graduate School.

Requirements for the Master's Degree. Two higher degrees are offered: Master of Arts, (M. A.) provided the candidate meets the foreign language requirement for the A. B. degree; and Master of Science (M. S.) if the candidate does not meet the foreign language requirement for the A. B. degree. A student may be admitted to candidacy upon the completion of the following requirements: (a) The candidate must after securing a Bachelor's degree, furnish 48 hours of graduate credit, approved by the Dean of the Graduate School and major professor, 32 hours of which must be in residence, in ad-

dition to 186 hours of college credit, and 16 units of high school credit. (b) A thesis must be submitted based on work done in some field of investigation within the major department, and which must show evidence of independent research. The final acceptance of the thesis shall be under the supervision of a committee to be known as the Thesis Committee. This Committee shall consist of the major professor and two other persons to be selected by him. The thesis must be completed at least ten days before the final examination. (c) At least fifteen days before graduation, the candidate must pass an oral examination to be given by a committee to be known as the Examining Committee. This Committee shall consist of five members including the Dean of the Graduate School, the major professor, and three other members to be selected by them.

The candidate shall furnish complete copies of his thesis to his major professor and to the Dean of the Graduate School at least five days before the date of the final examination. (d) A bound typewritten or printed copy of the thesis must be furnished the University library. Before the degree is granted the candidate must file with the Dean of the Graduate School a statement from the Librarian acknowledging the receipt of this copy. (e) A candidate for a Master's degree must secure a grade of "B" or above in three-fourths of his graduate work. No grade below "C" will count toward a Master's degree. (f) An applicant for this degree must furnish at least one-half of his graduate credit in his major subject. The rest of the credit for this degree must be offered in work closely related to the major subject.

DEMONSTRATION SCHOOLS

In no department has greater progress been made in recent years than in the field of method. The old established successful ways of teaching have been supplemented by a teaching technique adapted to the recent changes in the social order.

The demonstration schools of the summer session at the Brigham Young University will illustrate for the teachers the working out of these modern methods.

These demonstration schools are organized on four levels:

1. The kindergarten demonstration school will be held in connection with a course in the theory and method of kindergarten work. This course will deal with the organization, the objectives and methods to be employed in kindergarten work. After working out the objectives and methods in the class, students will have an opportunity to observe the actual technique as it is demonstrated by a most efficient teacher.

2. Another demonstration group consisting of six and seven year old children will be organized to illustrate the methods in the lower primary grades. This demonstration class will also be given in connection with a course entitled "Special Methods in Lower Primary Subjects."

3. A third group organized for the purpose of demonstrating the problems of remedial teaching will be given in connection with a course in "Remedial Teaching." In this group pupils who are unsuccessful during the winter will be diagnosed and corrective methods worked out and demonstrated.

4. Another demonstration school will be organized on the junior high school level. It will be used to dem-

onstrate the theory and methods in secondary teaching. It will be given in connection with the courses, "Organization and Administration of the Junior High School," and the "Junior High School Curriculum."

These demonstration classes are managed by specialists—individuals who have made a careful study of the most modern and efficient methods. They, therefore, present a rare opportunity for the teachers of the state to observe and study the objectives and technique of high grade teaching.

FEES

Entrance Fees

First of the six-weeks terms	$20.00
Alpine term	25.00
Both terms	35.00
Demonstration course	2.50

Special Alpine School Fee

Board and Room	$50.00

Lecture Courses

PRESSING WORLD PROBLEMS

One of the outstanding features of the Brigham Young University Summer School has been the splendid lecture courses provided for the students. These lectures are given at the assembly periods three times a week. They are made even more attractive by an excellent musical program.

Perhaps no time in our history has there been such wide-spread interest in other peoples and other countries as at present. Because of this interest the lecture courses for 1930 center about the general theme "Pressing World Problems." The lecturers have travelled extensively in the countries to be discussed. They are prepared to bring to the students reliable first-hand information. The names of those taking part and their subjects follow:

President Rufus B. von KleinSmid, of the University of Southern California, has for some years been president of the Institute of International Relations. Probably there is no man in our country who understands better the problems of the Pacific Rim. He has travelled extensively and taken an active interest in the peoples of both the Orient and the Occident. He will lecture upon the following subjects: "What is Being Done in International Education," "The United States Interest in the Orient," "Institutions Other than the World Court Designed to Bring about International Understanding and Cooperation," "Problems of the Pacific Rim."

Professor Edgar J. Goodspeed of Chicago University is one of America's most outstanding students and authors of Biblical writings. His many works on the New

Testament, as well as his translation of the New Testament, marks him an authority on that subject. He will give lectures on the following: "Why Translate the New Testament," a lecture with lantern on "A Byzantine Art Gallery," the Discovery of the Michael Paleologus New Testament. Besides these, Dr. Goodspeed will give courses in the New Testament during the first six weeks.

President Franklin S. Harris of the Brigham Young University during the last two years has travelled in the Orient and in Russia. He was chairman of the commission to study lands suitable for the colonization of Russian Jews. He covered Russia from its western to its eastern borders. His lecture will be entitled: "Present-day Russia."

Albert K. Heckel, Dean of Men and Professor of History at the University of Missouri in 1927-28, spent the entire year on a trip around the world. He was dean of men and professor of history on the first floating university. He will lecture on the following subjects: "America in the Philippines, with Special Attention to the Independence Movement," "England in India, with Special Attention to the Independence Movement."

Professor J. B. Sears, of the School of Education, Stanford University, is one of America's outstanding educators. The subjects of his lectures are: "What it Means to be Educated," "The Economic Phase of Education."

Dean Christen Jensen, of the Brigham Young University, one year ago spent six months on the continent of Europe, during which time he had opportunities to visit the seat of the League of Nations and study its operations. He will talk to the students on: "The World Court and its Accomplishments," "The United States and the World Court."

Dr. Henry Neumann, of the Brooklyn Society for Ethical Culture, is another of America's outstanding lecturers. He is a thorough student of Hebrew Life, Old Testament ethics, Modern ethics and related subjects. His sound ethical philosophy has made for him a wide circle of friends in all parts of the United States. He will give a series of lectures, under two heads: "Moral Education" and "Life Problems."

Dean de Jong, of the Brigham Young University, who has spent considerable time in Germany, will lecture on the life of the German people.

H. Grant Ivins, Brigham Young Univeristy, during several years in Japan studied and observed carefully the religions and philosophies of that people. He will lecture on: "Japan and her Religions."

Dean Hugh M. Woodward of Brigham Young University, who was Professor of Philosophy and of Education on the second floating university, had the opportunity to study first-hand, the philosophies, educational systems, and religions of the Orient. He will discuss: "India and Her Philosophy," "The Common Message of the World's Great Spiritual Religions."

During the second term at the Alpine school another series of lectures will be given by Dean E. D. Ball, College of Agriculture, University of Arizona, Professor Hanson Puthuff, and others.

The public is invited to attend these lectures free of charge.

Regular Courses of Instruction

While regular classes will not be held for fewer than five graduate students, such students may register for graduate work in any of the major lines offered by the University and receive individual attention. Courses bearing numbers above 100 are primarily intended for graduate students. Graduate credit may also be had in a number of upper division courses by making arrangements with the head of the department. Such courses are indicated by an asterisk preceding the number.

Courses not announced in this catalogue may be organized provided a sufficient number of students apply.

ANIMAL HUSBANDRY

Mr. Ivins

8s. Poultry Farming.—First term. Daily. Three hours credit.

Discussion of breeds of poultry, poultry house construction, hatching, brooding, rearing of pullets, feeding for egg production, culling.

53s. Feeding of Farm Animals.—First term. Daily. Three hours credit.

Discussion of the principles of nutrition as applied to the feeding of farm animals, including standard rations, their composition and methods of feeding.

ART

Professor Eastmond; *Assistant Professor Jensen*; *Mr. Puthuff*; *Mrs. Gourley*

3s. Art Appreciation.—First term. Two hours credit. Eastmond.

Interpretation and classification of the masterpieces of historic and modern graphic art. Illustrated lectures.

11s. Landscape and Still-Life Painting in Water Color.—First term. Two hours credit. Eastmond. Alpine term, Puthuff.

Subjective composition and color study.

41s. Normal Art.—(Graphic and Applied). First term. Two hours credit. Jensen. Four recitations a week.

This course is especially designed for teachers of the grades. Various phases of objective represenation, applied design, and constructive art adapted and correlated. Careful consideration of adopted courses of study and method.

64s. Water Color Painting.—First term. Two hours credit. Eastmond.

Objective landscape and still-life painting continued. Subjective composition. Outdoor sketching.

64s. Water Color Painting. — Alpine term. Two hours credit. Puthuff.

Pictorial composition of flowers and landscape study in color.

72s. Landscape Painting in Oil. — Alpine term. Hours and credit to be arranged. Two to nine hours credit. Puthuff.

77s-p. Studio Work.—First term. Time and credit to be arranged. Eastmond, Jensen, and Gourley.

Painting in oil, decorative painting, commercial art, china painting, process illustration, designing and applied art. Outline for work and other information pertaining to the course will be given by the instructors. Special attention is given to individual needs.

BOTANY

Professor Garrett; Mr. Stanton

11s. General Biology. — First term. Three hours credit. Garrett.

A lecture and laboratory course designed for teachers. Fundamentals of structure, physiology, development, adaptations, classification and relation of biology to human life will be considered. Four lectures and two laboratory periods per week. (See Zoology 11s.)

12s. General Botany.—Second term. Three hours credit. Garrett.

A lecture and laboratory course which considers the fundamental principles of morphology, physiology and reproduction of plants. Four lectures and two laboratory or field trips per week.

50s. Algae.—First term. Three hours credit. Garrett.

A brief survey of the classes of algae with intensive study of the common representative types of Utah Lake. Three lectures and three laboratory or field trips per week.

***56s. Flora of Timpanogos.**—Second term. Three or five hours credit. Daily. Garrett.

This course will include a survey of the flowering plants of Timpanogos. Students will become independent in using the botanical key. Daily with one field trip each week.

***95s. Advanced Systematic Botany.**—Credit and time to be arranged. Garrett.

A course open to students who are prepared to do intensive taxonomic work on any of the great groups of plants.

103s. Field Ecology.—First and second terms. Credit to be arranged. Stanton.

Open to advanced students of Botany. An excursion will be conducted by Mr. Stanton to the Henry Mountains and vicinity.

105s. Research.—Time and credit to be arranged. Garrett.

CHEMISTRY

Professors Maw and Nicholes; Mr. Jorgensen

1s. Elementary General Chemistry—(lecture). First term. Daily. Three hours credit. Maw.

This is an introductory course, intended for students who have not had high school chemistry. The principles and theories of chemistry are considered in connection with the non-metals. It should be taken as a foundation for other sciences and especially for foods and nutrition.

2s. Elementary General Chemistry.—(Laboratory). First term. Five days a week. Two hours credit. Jorgensen.

5s. Elementary Qualitative Analysis — (Laboratory). First term. Two to five hours credit. Maw.

Study of the metallic elements and qualitative analysis.

6s. Elementary Quantitative Analysis.—First term. Two to five hours credit, depending on work done. Jorgensen.

7s. Elementary Organic Chemistry. — First term. Five recitations, three hours credit. Nicholes.

A brief discussion of the carbon compounds. For students of home economics.

8s. Elementary Organic Chemistry.—(Laboratory course). First term. Two hours credit. Maw.

Course to accompany Chemistry 7. Five afternoons a week.

51s. Principles of Inorganic Chemistry.—First term. Two hours credit. Four recitations. Nicholes.

Discussion of chemical theories and important generalizations in the field of inorganic chemistry.

52s. Principles of Inorganic Chemistry.—First term. Two hours credit. Five periods a week. Nicholes.

Laboratory course.

***65s. Advanced Quantitative Analysis.** — (Laboratory). First term. Credit to be arranged. Maw.

Systematic mineral analysis and volumetric assays.

ECONOMICS

Associate Professor Boyle

11s. Economics.—First term. Daily. Three hours credit.

A general survey of industrial society, its structure, its institutions, its operation. Historical background of the rise of modern capitalistic industry. A study of underlying assumptions of our present regime, such as private property, competition and the logical control of industrial activity.

62s. A Study of Modern Practices and Developments in the Scientific Adjustment of the Relations of the Employer and Employee.—First term. Daily. Three hours credit.

This course places emphasis on the proper human relations in industry in our complex machine age. Such

problems as labor supply, labor turnover, promotion, policy, trade tests, job analysis, etc., are studied. The significance to management of scientific labor control will be stressed. The application of personnel management to education will also be considered.

EDUCATIONAL ADMINISTRATION

Associate Professor Sudweeks; Assistant Professor Lambert; Dr. Smith

***73s. General Educational Administration.** — First term. Daily. Three hours credit. Lambert.

This course provides an opportunity to study the present organization of state, city, county, and rural school systems. The more detailed content of the course deals with the powers and duties of the various school officials, together with an outline of the general problems involved in administering a school system.

***75s. Educational Supervision.**—First term. Daily. Three hours credit. Smith.

This course will deal with the general purposes of supervision. The relation of supervisors to teachers and administrative officers; the methods of stimulating, criticizing, helping and rating teachers. The course is planned for those preparing to do general primary or grammar grade supervision, or to supervise in any special subject such as music or art, or to become principals and is open to seniors and graduate students.

***80s. The Informal Examination, or Old and New Type Tests and Examinations.**—First term. Five days a week. Three hours credit. Sudweeks.

The function of the old and new type examinations in modern school practice. The improvement of the writ-

ten examination. Scoring, interpretation, and use of test results.

111s. Public School Business Administration.—Two hours daily second three weeks of first term. Three hours credit. Smith.

This course will include a special study of financial problems of school administration. It will involve a comparative study of systems of raising and disbursing revenue, of particular problems to be met by the superintendent and boards of education. A course in general educational administration is prescribed as a prerequisite.

147s. Research Work.—First term. Four days a week. Two hours credit. Sudweeks.

For seniors and graduate students who are working on or towards a master's thesis, or on a research problem. Scientific spirit and method; the technique of research; and definite guidance on a specific problem.

ELEMENTARY TEACHING

Assistant Professors Boyle, Ollorton, Peterson, Dusenberry, Jensen, Lambert

5s. School Organization and Administration.—First term. Daily. Three hours credit. Boyle.

This course will acquaint beginning teachers with the school as an institution in its relation to the state and the community, and will introduce in an elementary but practical way the problems of school organization, including such problems as the place of the superintendent, supervisors, and principal; teachers' assignments, the organization of the curriculum, classification of pupils, attendance, physical welfare of pupils, records, reports, etc. Those parts of the Utah school law with which teachers should be familiar will be carefully studied.

21s. Juvenile Literature.—First term. Four days a week. Two hours credit. Dusenberry.

A study of literature will be made in a sufficiently detailed way to give a basis for selection, appreciation, and presentation of the best and most suitable material for the elementary school. Graded lists of various types of stories and poems will be completed.

62s. Special Methods in Lower Primary Subjects.—First term. Five day a week. Three hours credit. Peterson.

A consideration of the underlying principles, objectives and methods of teaching in the lower primary grades with special emphasis on oral and silent reading. Related subjects, such as excursions, activity work, language, spelling and writing will receive attention. Demonstration lessons will be provided using the lower grade children.

63s. School Organization and Management.—First term. Four day a week. Two hours credit. Peterson.

A course in the conservation and the obtaining of the maximum educational value of every element in school and classroom organization. Such topics as the following will receive attention: school programs; getting the most out of the study period, the recitation period and the recess; care and use of supplies and books; school-room cleanliness and decoraton; school records, reports, etc.; definite disciplinary problems; participation by the students in the management and control of the school.

64s. Remedial Teaching.—First term. Daily. Three hours credit. Ollorton.

This course aims at helping the teacher in instructing problem cases—groups of pupils passing through the grades without acquiring the fundamental skills. The study will include (a) diagnosis for discovering individ-

ual difficulties, testing procedure and interpretation; (b) case history; (c) remedial instruction including a survey of newer materials suited to remedial work and methods of instruction adapted to overcoming specific difficulties. The course will cover reading, spelling, and arithmetic, and the work will parallel the demonstration class. Students will have the opportunity of dealing directly with making diagnoses of the pupils of the demonstration class, and of meeting the instruction adapted to these pupils.

66s. Industrial Arts for Elementary Teachers.—First term. Two hours credit. Jensen.

A course designed to aid in the solution of construction problems met with in the project work of other school subjects. Sand table work, paper construction and sloyd work, costume designing for dramatization work, applied design, poster work, and similar problems will be treated.

67s. Teaching the Social Studies in the Intermediate Grade.—First term. Two hours credit. Ollorton.

A study of materials and methods in the social science studies of the elementary school subjects. Courses of study including recent innovations and tendencies in curriculum making in this field. Basic principles of methods to guide in the selection of materials and pupil activity. Methods in use in various courses including individual instruction plans. Each student will work out one complete teaching unit on basis of suggestions given in the course.

ENGLISH

Professors Osmond, Christensen, Snell; Associate Professor Jensen; Assistant Professor Merrill; Mrs. Carroll

1s. Rhetoric and Composition.—First term. Daily. Three hours credit. Carroll.

Themes, exercises, conferences, and prescribed reading. Standard required freshman English course.

14s. Grammar.—First term. Daily. Three hours credit. Carroll.

This course will deal with the fundamental principles of English grammar, placing emphasis on troublesome features.

19s. Contemporary American Short Story Writers.—First term. Daily. Three hours credit. Osmond.

This is an extensive course. The students will be required to read many of the best American short stories of the present time.

24s. Shakespeare.—First term. Daily. Three hours credit. Osmond.

This is an extensive course in the study of Shakespeare. The students will be required to read the principal plays.

50s. Editorial Writing. First term. Daily. Three hours credit. Merrill.

Editorials of the best magazines and newspapers will be studied. Practice in writing the editorial will be a feature of the class work. Prerequisites: English 1, 2, and 3.

51s. Feature Writing.—Second term. Daily. Three hours credit. Merrill.

Newspaper feature articles will be studied and written. Prerequisites: English 1, 2, and 3, as outlined in annual catalogue.

66s. The Literature of Nature.—Second term. Daily. Three hours credit. Jensen.

This course is a study of the masterpieces of English and American literature that deal with nature, also lectures, discussions, conferences, and prescribed reading.

78s. Shelley and Keats.—Second term. Daily. Three hours credit. Jensen.

This course deals with the radicalism of Shelley and the conservatism of Keats, and the poetry that each produced.

83s. Milton.—First term. Daily. Three hours credit. Christensen.

A study of the author's poetry and prose.

***85s. Literature of the Bible.**—First term. Daily. Three hours credit. Snell.

Significance of a literary approach to the Bible. Its influence on the development of English literature. Selective readings that illustrate the various types of literature found in the Bible.

95s. Anglo-Saxon.—First term. Four hours credit. Christensen.

Old English grammar and reading exercises.

GEOLOGY AND GEOGRAPHY

Professor Hansen; *President Harris*; *Mr. Dennis*

GEOLOGY

55s. Introductory Geology (Physical).—First term. Three hours credit. Dennis.

A study of land forms, geological structures, disposition of rock-forming sediments, and the work of winds, water, ice, etc. Lectures daily and three field trips.

56s. Historical and Field Geology.—Second term. Three hours credit. Hansen.

In this course are considered the nature and significance of fossils; stratigraphy and the use of fossils in geologic work. Geologic interpretation will be emphasized in the field work. Five lectures and one field trip a week.

100s. Research.—Each term. Credit proportional to amount and quality of work done. Hansen.

Under this course special problems in the field of Geology may be assigned to students prepared to do original work. Hours and credit to be arranged.

GEOGRAPHY

***80s. Human Geography.**—Second term. Three hours credit. Harris.

The response man has made to his geographic environment. The effect of natural environment on man and his civilization and the changes man has effected in his environment.

ANTHROPOLOGY

51s. General Anthropology.—Second term. Three hours credit. Hansen.

A general introductory course in the study of the science of man, based on old and new world sources of evidence. Six lectures a week.

HISTORY

Professors Jensen, Snow, and Heckel

*95s. **The American Revolution and Constitution.**—First term. Daily. Three hours credit. Heckel.

Relation of England to her colonies; change in colonial policy which resulted in controversy; growth of the independence movement; the Declaration of Independence; the Loyalists; transition from colonial to commonwealth governments; the Articles of Confederation; history of the Confederation and the making of the federal constitution.

162s. **Medieval Culture and its Relation to Modern Civilization.**—Second term. Three hours credit. Snow.

The period surveyed will cover approximately 500 A. D.—1300 A. D. The roots of modern life are planted deeply in this period. Important emphasis will be placed upon the religious and intellectual background.

173s. **Europe Since 1914.**—First term. Two hours credit. Jensen.

After a brief review of the World War the major portion of the course is devoted to a study of the peace treaties and their effects; the reparations question and its "settlement"; social and economic developments since the war; post-war problems; problems of national reconstruction in Great Britain, Germany, Russia, Italy, France, etc.; the succession states; efforts to further national security; disarmament problems, etc.

182s. **History of the Trans-Mississippi West, 1803-1930.**—Second term. Three hours credit. Snow.

After a brief interpretation of the western frontier as an important factor in giving distinctive values to Americanism and critical American problems, attention

will be given to the rather romantic exploits and explorations of the Trans-Mississiuui west and the resulting development of American states. Utah and the Great Basin will be a center of interest.

197s. Recent American History.—First term. Daily. Three hours credit. Heckel.

History of the United States since the Civil War dealing with the political, economic, social and diplomatic history of the reconstruction period; political and economic reform movements; development of great industrial combinations; the Silver Movement; war with Spain and the trend toward imperialism; the Rooseveltian era; the Wilson administration; the United States in the World War; recent events.

HOME ECONOMICS

Professor Elliott; *Associate Professor Cannon*; *Assistant Professor Warnick*

6s. Suggestive Ways for Entertaining for Various Occasions.—First term. Daily. Three hours credit. Cannon.

Laboratory and lecture work will be devoted to the preparation of type food for breakfasts, luncheons, and parties. The duties of the hostess and etiquette will be emphasized.

50s. Large Quantity Cookery.—First term. Daily. Three hours credit. Warnick.

Experience in management of school cafeterias, quantity cookery, marketing, keeping of cafeteria accounts. Prerequisites for students majoring in foods and nutrition: Courses 21, 22, 23 in annual catalogue or equivalent.

52s. Nutrition of Children.—First term. M.T.W.Th. Two hours credit. Cannon.

A consideration of the nutritional requirements of and disorders of pregnancy, infancy, the pre-school and the school child.

60s. Clothing Decoration.—First term. M.T.W.Th. Two hours credit. Elliott.

Decorative needle work stitches applicable to household and dress decoration. Planning and developing simple decorative designs for all types of clothing. Articles of clothing applying these stitches will be made in the course.

64. Advanced Garment Construction.—First term. M.T.W.Th. Two hours credit. Elliott.

Problems involved in the technique of dresses, coats, and suits. Emphasis will be placed on the tailoring of these articles, supplemented with lectures, discussions and demonstrations.

82s. Child Development.—First term. Daily. Three hours credit. Warnick.

This course deals with problems of physical and mental standards of normal development, agencies working for child welfare, home influences, and training of children. Open to housewives and students. For students majoring in Home Economics, Zoology and Entomology 50, as outlined in annual catalogue, should precede or parallel the course.

MATHEMATICS

Associate Professor Marshall

12s. Plane Trigonometry.—First term. Three hours credit.

The study of the trigonometric functions of angles and the solution of triangles.

MODERN LANGUAGES

Professor de Jong

FRENCH

1s. Elementary French.—First term. Two sessions daily. Five hours credit.

Easy reading, pronunciation, and the fundamentals of grammar.

GERMAN

52s. Advanced German.—First term. Daily. Three hours credit.

An intensive study of contemporary German, intended primarily to develop the student's ability to read.

MUSIC

THEORY OF MUSIC

Associate Professors Sauer, Robertson; Mr. Hanson

7s. Harmony. — First term. Daily. Three hours credit. Robertson.

Intervals, primary triads, dominant seventh chord, non-harmonic tones, open harmony.

13s. Public School Methods.—First term. Four recitations a week. Two hours credit. Hanson.

Materials and methods for the grades.

71s. Band Arrangement.—First term. Four recitations a week. Two hours credit. Sauer.

A practical coures in arranging simple music for band. Designed to aid supervisors and teachers of band.

76s. High School Methods.—First term. Four recitatons a week. Two hours credit. Hanson.

Special technique of instruction and materials for the junior and senior high schools.

INSTRUMENTAL MUSIC

Associate Professors Sauer, Robertson; Mr. Hanson, Mr. Nelson, Mr. Fitzroy

1s. Band.—First term. Daily. One hour credit. Sauer.

Students must be able to play their instruments. Materials used: standard overtures, operatic selections, and miscellaneous military band music.

7s. Orchestra.—First term. Daily. One hour credit. Robertson.

Students must be able to play their instruments. Practice in the rendition of instrumental solo and ensemble work for string, reed, brass, and percussion instruments.

1s-p to 6s-p; 51s-p to 56s-p. Piano.—Both terms. Time to be arranged. Nelson, Hanson, Fitzroy.

Private instruction for beginners, advanced students and teachers. Fees, time, and credit to be arranged with instructors.

1s-p to 6s-p; 51s-p to 56s-p. Piano School.—First term. Daily. Nelson.

Intensified piano study for beginners or advanced students through daily individual instruction. A practice piano is furnished for a certain number of hours each day. Students having the use of a practice piano outside of the school may arrange for private instruction. Credit according to the amount of time spent in preparation and the frequency of instruction. Fees and time to be arranged with instructor.

1s-p to 6s-p; 51s-p to 56s-p. Violin.—Both terms. Robertson.

Private instruction for beginners, advanced students, and teachers. Fees, time, and credit to be arranged with instructor.

1s-p to 6s-p; 51s-p to 56s-p. Wind Instruments.—First term. Sauer, Nelson.

Private instruction for beginners, advanced students, and teachers. Fees, time, and credit to be arranged with instructor.

63s-p. Piano Pedagogy.—First term. Hanson, Nelson.

Private instruction and group work. Methods of teaching piano, and materials. Fees, time, and credit to be arranged.

VOCAL MUSIC

Mrs. Jepperson-Madsen, Mr. Hanson, Miss Summerhays, Mrs. Packard

1s-p to 6s-p. Private Vocal Culture.—Both terms. One or two hours credit. Jepperson-Madsen, Summerhays, Packard.

Systematic instruction in vocal study as evolved from the best methods.

12s to 18s; 69s to 74s. Male Glee Club.—First term. Daily. One hour credit. Hanson.

For students desiring the better forms of music for male voices. Duets, trios, and ensemble work. All singers eligible.

13s to 18s; 69s to 74s. Ladies' Glee Club.—First term. Daily. One hour credit. Summerhays.

For students desiring the better forms of music for ladies' voices. Part singing in duets, trios, quartets, and other ensemble arrangements.

OFFICE PRACTICE

Mrs. Lloyd

21s-24s. Typewriting.—First term. Students may register for two hours daily and two hours credit.

Touch typewriting according to standard methods.

PHILOSOPHY OF EDUCATION

Professors Woodward, Wilson, Snell; Assistant Professor Boyle

61s. Educational Sociology.—First term. Two hours credit. Four days a week. Wilson.

This course deals with the social factors which should be given consideration in modern educational theory and practice.

81s. Science of Education. — First term. Daily. Three hours credit. Snell.

This course should be preceded by work in psychology. A consideration of the fundamental problems of educational theory and practice; the aims, standards, and content of education. A study of the principles determining educational values. A summary of the psychological investigations that have been made relative to the principal school subjects. The origin and present status of educational theory in the problems of liberal vocational guidance, doctrines of formal discipline and interest.

***90s. Education and Twentieth Century Civilization.** —Second term. Daily. Three hours credit. Woodword.

The course deals with the outstanding present-day political, economic, social and educational conditions in fourteen of the most important countries of the Orient

and Occident. The aim of the course is to present a vivid picture of the life, aspirations, and problems of the peoples of Japan, China, Philippine Islands, Java, Siam, India, Egypt, Greece, Italy, Austria, Germany, Russia, France, and England.

110s. World Problems and Education.—First term. Three days a week. One hour credit.

This course consists of a series of lectures on some of the most pressing political, social, economic, and educational problems of the world today. It is described in detail under "Lecture Courses" at the beginning of the catalogue, page 20. It may be taken for credit provided the student keeps well organized notes on the various lectures. The teachers and lecturers in the course are: President Rufus B. von KleinSmid; Professor Edgar J. Goodspeed; President Franklin S. Harris; Dean Albert K. Heckel; Dean Christen Jensen; Dr. Henry Neumann; Dr. J. B. Sears; Dean H. M. Woodward; H. Grant Ivins; Dean de Jong.

187s. Philosophy and Technique of Character Building.—First term. Two hours credit. Woodward.

This course aims to present a philosophy and technique of character building. It is designed to give specific help to teachers and students interested in the development of the abundant life. It covers such problems as the fundamental basis of right and wrong, the nature of man, his opportunities for growth and development, the nature of the good life, man as an experimenter with life, his struggle for happiness, the laws upon which happiness depends, the characteristics which make up a satisfactory character and the enemies of the good life. The course also deals with a technique designed to assist the student in the unifying of his own personality in the enrichment of life and in the development of the power of self-control, and self-mastery. Open to upper division and graduate students. (See Religious Education 111s.)

PHYSICAL EDUCATION

Assistant Professor Hart, Mrs. Meiling, Mr. Dixon, and Mrs. Morley

14s. Advanced Physical Education. — Daily. One hour credit. First term. Dixon. For both men and women.

This course is designed for summer students who have had one year in Physical Education and desire to take more advanced work in the department. This course will include instruction in general physical activity. The work will be recreational in its nature and is specially planned for summer students.

21s. Physical Education for Grade Teachers.—Daily. One hour credit. First term. Meiling.

This course is designed to prepare students taking the Normal Training courses for the teaching of gymnastics, games, folk dancing, rhythmic exercises, etc., in the grade schools.

71s. Play and Playground Supervision.—Daily. Two hours credit. First term. Meiling.

This course will deal with the theory and practice of play and playground supervision. A thorough study of the educational, social, physical and hygienic values of play will be made. The play activities of a child's life will be studied and methods of supervising these activities will be taught. Required of all students majoring in Physical Education.

81s. Tap and Group Dancing.—Daily. One hour credit. First term. Morley.

A course in advanced group tap dancing and group folk dancing. Fundamentals in tap and clog dancing will be given emphasis. Also considerable material in National and Folk dancing will be given.

92s. Principles of Gymnastic Training.—M.T.W.Th. Two hours credit. First term. Dixon.

This course will deal with the pedagogy of physical training with emphasis on methods of building daily programs in physical exercises, directing gymnastics classes and the like, and also with the organization and administration in high schools and colleges.

PHYSICS

Associate Professor Marshall

11s. Survey Course in Physics.—First term. Daily. Three hours credit.

This is an orientation course designed for the non-science student who wishes to obtain some information in the field of physics.

POLITICAL SCIENCE

Professor Jensen

183s. International Relations.—First term. Three hours credit.

This course is based on a consideration of such factors in international relations as geography, races, religions, nationalities; economic rivalries as affected by the competition for raw materials, markets, foreign investments; tariff controversies; problems of imperialism; backward races and self-determination; protection of minorities; problems of pan-nationalism; organizations for scientific, economic, and humanitarian ends; settlement of international controversies—the Hague tribunal, Permanent Court of International Justice; organization and work of the League of Nations, etc.

PSYCHOLOGY

Professor Poulson; Assistant Professor Dusenberry

21s. Elementary Educational Psychology. — First term. Three hours credit. Dusenberry.

This course is designed to present the facts as far as they have been scientifically determined, concerning the nature and development of the mind, with special meaning of these facts as applied to the principles of teaching. An analysis is made of such problems as arise in the curriculum in connection with methods of instructon, management, and guidance.

***72s. Advanced Educational Psychology.** — First term. Three hours credit. Poulson.

A brief consideration of certain important phases of the psychology of secondary education such as the laws of economical learning, psychological investigations of the various school subjects, how we think, and individual differences. Prerequisite: at least three hours of lower division psychology.

***83s. Seminar in Psychology.**—First term. One hour credit. Poulson.

A somewhat intensive study of some narrow phase of the psychology of religion of especial interest to each individual student registering for the course. Prerequisite: at least ten hours of credit in psychology. (See Religious Education 71s.)

104s. Abnormal Psychology. — First term. Three hours credit. Poulson.

A consideration of the psychology of abnormal people with emphasis upon the light thrown on normal psychology and important educational applications. Prerequisite: Psychology 11 as outlined in the annual catalogue, or its equivalent and senior or graduate classification.

RELIGIOUS EDUCATION

President-Emeritus George H. Brimhall; Professors Goodspeed, Wilson, Woodward, Nelson, Poulson, Snell

***52s. History and Development of the Mormon Community.**—First term. Two hours credit. Nelson.

This course deals with the evolution of the "village" form of community organization among the Mormons. The social, political, economic, and intellectual characteristics of the early nineteenth century are studied as background material. Subordinate treatment is given to village systems of Europe and Asia, and their possible relaton to the Mormon village. Early economic ideals of the Mormons as embodied in the "United Order", together with other plans for "building Zion" are considered. (See Rural Social Economics 52s.)

71s. Seminar in Psychology.—First term. One hour credit. Poulson.

A somewhat intensive study of some narrow phase of the psychology or religion of especial interest to each individual student registering for the course. Prerequisite: at least ten hours of credit in psychology. (See Psychology 83s.)

80s. Objectives and Methods in Seminary Teaching.—First term. Two hours credit. Wilson.

This course is designed primarily for beginners in seminary work. It deals with the immediate and remote objectives in Religious Education and with the most effective methods by which these objectives may be realized. Other subjects will be discussed, such as: How to make the safe transition from the home shelter to college freedom; and how students may become open-minded, forward-looking and scientific, and still retain their faith in the gospel of Jesus Christ.

104s. Research Methods in Social Science.—First term. Three hours credit. Nelson.

The nature of social science; types of approach to and methods of study of social phenomena. Students should have some knowledge of statistical method before taking the course, or get consent of the instructor. (See Rural Social Economics 104s.)

106s. Criticism and the Bible.—Second term. Daily. Three hours credit. Snell.

A course introductory to a serious study of the Bible. The place and aims of biblical criticism. The story of its rise, and a consideration of some of the results for it. Notable examples of its application to Hebrew and Jewish literature, particularly to certain books of the Old Testament. The course aims to promote a reverent, open-minded study of the literature, which more than any other, has influenced Western civilization.

111s. Philosophy and Technique of Character Building.—First term. Two hours credit. Woodward.

This course aims to present a philosophy and technique of character building. It is designed to give specific help to teachers and students interested in the development of the abundant life. It covers such problems as the fundamental basis of right and wrong, the nature of man, his opportunities for growth and development, the nature of the good life, man as an experimenter of life, his struggle for happiness, the laws upon which happiness depends, the characteristics which make up a satisfactory character and the enemies of the good life. The course also deals with a technique designed to assist the student in the unifying of his own personality, in the enrichment of life and in the development of power of self-control, and self-mastery. Open to upper division and graduate students. (See Philosophy of Education 187s.)

154s. The Literature of the New Testament.—First term. Daily. Three hours credit. Goodspeed.

The several books of the New Testament in relation to the life of the early church; the situations which called them forth; and the development of Christian thought in them.

155s. The Formation of the New Testament in the Second Century.—First term. Daily. Three hours credit. Goodspeed.

The first collections of Christian literature and the making of the first New Testament; its fluctuations and definition. The rise of the canon.

RURAL SOCIAL ECONOMICS

Professor Nelson

***52s. History and Development of the Mormon Community.**—First term. Two hours credit.

This course deals with the evolution of the "village" form of community organization among the Mormons. The social, political, economic, and intellectual characteristics of the early nineteenth century are studied as background material. Subordinate treatment is given to village systems of Europe and Asia, and their possible relation to the Mormon village. Early economic ideals of the Mormons as embodied in the "United Order", together with other plans for "building Zion" are considered. (See Religious Education 52s.)

104s. Research Methods in Social Science.—First term. Three hours credit.

The nature of social science; types of approach to and methods of study of social phenomena. Students should have some knowledge of statistical method before taking the course, or get consent of the instructor. (See Religious Education 104s.)

SECONDARY TEACHING

Professor Merrill; Assistant Professors Boyle, Lambert; Dr. Smith; Mr. Jensen

All students in Junior High School Organization and Administration are advised to register for Secondary Teaching 56s—Demonstrations in High School Teaching.

51s. Organization, Administration, and Teaching Methods in Secondary Schools.—First term. Two hours credit. Merrill.

This course is designed to include a study of methods of teaching in high school, necessary as a prerequisite for practice teaching. This is part of the course, Organization and Administration of Secondary Schools, as outlined in the certification requirement of the state. Courses 51 and 52, will be required for those desiring credit in practice teaching and recommendation to the State Board of Education for certification. In Course 51 emphasis will be placed on methods of teaching in high school.

52s. Organization and Administration of Secondary Schools.—First term. Four days a week. Two hours credit. Smith.

During this course special attention will be given to the problems of high school organization and administration.

55s. Junior High School Organization and Administration. First term. Two hours credit. Merrill.

This course will deal with the most vital problems in the organization and methods of teaching in the junior high school. The functions, the objectives, and curricula and courses of study, and technique of teaching on this level will be given special consideration. Students will

have the opportunity of observing in the Secondary Training School.

56s. Demonstrations in High School Teaching.—First term. One hour credit. Merrill, Jensen and Rich.

Open to all students of the summer school. Demonstrations will be conducted every Tuesday and Thursday. In these demonstrations an opportunity will be given to observe the best methods of organizing and presenting subject matter for the attainment of specific end products of training.

96s. The Junior High School Curriculum.—First term. Daily. Three hours credit. Lambert.

This course deals with the modern practices in planning, revising, and administering the curriculum of the Junior High School.

SOCIOLOGY

Professor Swenson

***52s. History and Development of the Mormon Community.**—First term. Two hours credit. Nelson. (See Rural Social Economics 52s.)

55s. General Sociology.—Second term. Daily. Three hours credit. Swenson.

A general course dealing with the structure and function of the social organization. Special emphasis is given to the social forces and processes.

101s. History and Social Theory.—Second term. Daily. Three hours credit. Swenson.

The course deals with the evolution of social theories beginning with Aristotle and Plato.

SPEECH

Mr. Morley

1s. Public Speaking.—First term. M.T.W.Th. Two hours credit.

A course designed to give theory and practice in practical public speaking. Problems of delivery and composition will be treated.

11s. Fundamentals of Interpretation.—First term. M. T. W. Th. Two hours credit.

A study of the essentials of effective oral interpretation and practice in applying these essentials to types of literary composition.

61s. Advanced Interpretation.—First term. M. T. W. Th. Two hours credit.

A course in the analysis, preparation and presentation of scenes from classic and contemporary dramatic literature. Prerequisite: a fundamental course in interpretation.

ZOOLOGY AND ENTOMOLOGY

Professors Tanner, Garrett, and Dr. Cullimore

11s. General Biology.—First term. Three hours credit. Garrett.

This course will consist of lectures and laboratory work. Fundamentals of structure, physiology, development, adaptations, classification and the bearing of biology on human life will be considered. May be used as Zoology or Botany credit. Four lectures and two laboratory periods. (See Botany 11s.)

20s. Health Education.—First term. Daily. Three hours credit. Cullimore.

Designed to meet the state requirements in health education. The early part of the course is devoted to fundamental physiological processes, and upon these as a foundation are based studies of personal hygiene, hygiene of the school child, sanitation of school buildings, and surroundings, public and home sanitation, and recognition of defects in children.

***64s. Advanced Entomology.** — First term. Time and credit to be arranged. Tanner.

Open to advanced students who are prepared to do systematic, morphological or economic work.

***77s. Evolution and Genetics.**—First term. M. T. W. Th. Three hours credit. Tanner.

A study of the facts of evolution derived from the classification, embryology, comparative anatomy, physiology, geographical distribution, etc., of the plants and animals about us. The cell as the physical basis of heredity; the germ cell cycle, variation, mutations, Mendelism, inheritance of acquired characteristics, pure lines, sex determination and their relation to evolution will be studied.

***85s. Fresh Water Zoology Problems.**—First term. Time and credit to be arranged. Tanner.

Special problems dealing with the plankton, mollusca, insects, fish, etc. of Utah lake. Problems will be assigned to individual students. Previous zoological work is a prerequisite. The work will be conducted at the Lakeside Biological Laboratory.

***93s. Field Zoology.**—Second term. Time and credit to be arranged. Tanner and Mr.....

Open only to students majoring in Zoology and Entomology. Students may make extensive collections of the animal life of this or adjoining states and then make a report on the same. The report and collection to be left with the University. This course aims to give the student training in systematic zoology and museum work.

ALPINE SUMMER SCHOOL

1. Registration—

For those entering for Alpine term only the entrance fee is.....$25.00

For those who have been in attendance the first term 15.00

The University recommends that students register in Provo at the University before going to Aspen Grove. The Deans of the various colleges will be on hand to assist students with their registration at the University, Thursday, July 17.

Those who cannot register in Provo may do so at Aspen Grove.

2. Transportation Provo to Aspen Grove—

The University will furnish transportation, including baggage, up and back to students who board with the institution. Extra trips on week-ends, etc., will have to be paid for by the students. Trucks will leave the University for Aspen Grove, Friday, July 18, and Sunday, July 20.

Baggage going under the above arrangements must be delivered to the University and checked under an arrangement similar to that used by railroads.

3. Board and Lodging—

The University operates a dining hall and dormitories for men and women. Board and room for the entire term is $50.00.

Students in attendance less than the entire term will be charged $15.00 a week for board and room. Registered students may occupy their cots during the Timpanogos Hike without cost. The regular school accommodations are effective beginning with supper Sunday evening, July 20.

In the dormitories a cot and straw mattress are furnished, but all additional items such as pillows, blankets, towels, soap, etc., must be furnished by the student.

Married persons with families may, by permission of the President, be given camping privileges. Camping sites to such will be assigned by Professor H. R. Clark. Those who camp are advised to provide themselves with adequate camping equipment. Groceries, etc., may be purchased from the University commissary.

4. Laundry, Mail, Etc.—

Students may mail their laundry home or it may be sent to a Provo laundry through the school.

Mail for the students should be addressed to Alpine Summer School, Brigham Young University, Provo, Utah.

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Brigham Young University Quarterly

Vol. XXV FEBRUARY, 1, 1929 No. III

BRIGHAM YOUNG UNIVERSITY
SUMMER SCHOOL

FIRST TERM

JUNE 10—JULY 19

ALPINE TERM

JULY 22—AUGUST 23

—

PUBLISHED BY THE
BRIGHAM YOUNG UNIVERSITY
PROVO, UTAH

—

Entered June 14, 1905, at Provo, Utah, as second-class matter under Act of Congress of July 16, 1904.

Accepted for mailing at special rate of postage provided for in Section 1703, Act of October 3, 1917, Authorized July 30, 1918.

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BRIGHAM YOUNG UNIVERSITY
QUARTERLY

SUMMER SCHOOL ANNOUNCEMENT

1929

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UNIVERSITY OF ILLINOIS

First Term
June 10 - July 19

PRESIDENT'S OFFICE
UNIVERSITY OF ILLINOIS

Alpine Term
July 22 - August 23

APR 23 1929

(Alpine term meets six days a week)

PUBLISHED BY THE
BRIGHAM YOUNG UNIVERSITY
PROVO, UTAH

NEW CENTURY PRINTING CO., PROVO, UTAH

Calendar

1929

SUMMER QUARTER

June 10	Registration
June 11	Class Work of the First Term Begins
July 4	Holiday
July 19	First Term Ends
July 19-20	Annual Hike to Mt. Timpanogos
July 22	Alpine Term Begins
July 24	Pioneer Day
Aug. 23	Alpine Term Ends

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HANNAH C. PACKARD
Special Instructor in Vocal Music

C. LAVOIR JENSEN
Instructor in Demonstration School

ALENE COLEMAN
Instructor in Natural Dancing

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General Information

The Brigham Young University offers in its Summer Quarter an unusual educational and social opportunity.

The summer session presents a liberal offering of courses in many lines, and provides close personal contact between instructor and student. The instruction is given by an excellent corps of teachers nearly all of whom belong to the regular staff so that the subjects taught are in charge of the specialists that teach them during the other quarters of the school year. This offers to those who can attend summer school only as great an opportunity of contact with leading educators in their respective fields as if they attended during the remainder of the year.

The work of the University is organized into the following colleges and divisions:

College of Education
College of Arts and Sciences
College of Commerce and Business Administration
College of Applied Science
College of Fine Arts
Graduate Division
Extension Division
Research Division

PROVO

The Brigham Young University is fortunate in being located in Provo, the heart of Utah County. Provo, from every angle, is a splendid summer school town. Because of its unusually fine climate, and its great variety of fruits, flowers, and trees it has long been called the

Garden City. It is located in the heart of outdoor attractions. From the "Y" campus, roads radiate in all directions along which outdoor pleasures may be found.

It is a city of homes and churches. The people are friendly and helpful. The closest cooperation and the finest friendliness are maintained between school and citizens.

ACCOMMODATIONS

The people of Provo have shown great educational patriotism in providing for the comfort and convenience of students. If patrons will make their wants known in advance, delays in getting properly located will be avoided. The price of accommodations at private homes varies as at hotels and rooming houses, the rate depending upon what the student wants and is willing to pay. No one need fear a lack of accommodations within easy access of the University.

SPECIAL LECTURES

Several assembly periods are held each week when students are given an opportunity to hear addresses on current problems by leaders of thought in the country. These assembly periods are made additionally attractive by excellent musical programs.

Special Features

OPPORTUNITIES FOR RECREATION

The Brigham Young University is ideally located from the point of view of the summer school student. The adjacent lake, mountains, canyons, streams, gardens, orchards, forests, and splendid roads combine to make recreation really the recreative kind. Furthermore, the Physical Education department organizes the activities of the summer in a way that makes them of the highest recreational value.

Among the special recreational activities planned for the summer session of 1929 are the following:

Friday	June	14	Get Acquainted Social
Saturday	"	15	Provona Beach Regatta and Festival
Saturday	"	22	Ascension of Mt. Nebo
Friday	"	28	Moonlight Hike to Maple Flat
Saturday	July	6	Timpanogos Cave and Hot Pots
Friday	"	12	Evening of Fine Arts
Saturday	"	13	Annual Trip to Bingham and Saltair
Thursday	"	18	Hikers Frolic, University Lawn
Friday	"	19	Program at Theatre of the Pines
Saturday	"	20	Annual Ascension of Timpanogos

The Eighteenth Annual Timpanogos Hike to the top of Mt. Timpanogos, Utah's wonder mountain and seat of the Alpine Summer School, takes place at the close of the first term of summer school on Saturday, July 20. This hike grows in popularity with the passing years. Now that the new Aspen Grove trail is completed any ordinary hiker can easily reach Emerald Lake, the most

interesting part of the mountain. The trip to the top of Mt. Timpanogos is an event of a life-time. The campfire program the night before the hike at Aspen Grove, the new trail winding through myriads of flowers, the scores of dashing water-falls, the smell of the pines, the delicious water to be had all along the trail, Emerald Lake, a little gem of the mountain, the unique glacier, the towering cliffs, and the thrilling slide down the glacier—all combine to make the hike a wonderful experience.

Timpanogos Cave Trip. Frequent trips are made by summer school students to the famous Timpanogos Cave in American Fork canyon. From the trail leading to the cave magnificent views may be had of American Fork canyon. A trip around the new Timpanogos Scenic Loop of the Alpine Highway will be made some time during the summer session.

Trips to the Hot Pots at Midway, interesting geological formations as well as delightful places to swim, are on the summer program.

Outing on Utah Lake. One of the principal events of the summer session is the annual outing on Utah Lake. Although the lake is used almost daily by small swimming and boating parties, at least one big student body outing is arranged.

Week-End Outings at Aspen Grove. During the first term, which will be held at the Provo campus, a number of week-end outings will be held at Aspen Grove where the buildings and equipment of the Alpine Summer School will furnish suitable accommodations.

Gymnasium. The two gymnasiums offer an opportunity for men and women to secure gymnastic exercise in volley ball, basketball, and other indoor sports. Also the University tennis courts afford opportunity for summer school students who are interested in this sport.

Art Lectures and Exhibitions. During the summer term exhibitions of drawing, painting, applied art, and sculpture will be held. Illustrated lectures on art will be given from the point of view of art appreciation.

ALPINE SUMMER SCHOOL

During the summer of 1922 Brigham Young University established an Alpine Summer School at the base of Mt. Timpanogos, the highest of the Wasatch peaks. The school is located well up in the Alpine region, in a beautiful aspen grove at an elevation of 6,800 feet, below a perpetual glacier and a wonderful system of falls and cataracts.

The first session was an experiment, but the success of the term and the universal satisfaction enjoyed by teachers and students revealed many unique possibilities for scientific research and study. The work of the science classes soon demonstrated that a large per cent of the plant life and fossil remains there had never been described or classified. In fact, the region proved to be such a wonderful laboratory for original research in biology, geology, and nature work, that the Alpine Summer School was made a permanent institution.

The curriculum has been enlarged to include the natural sciences, fine art, literature, philosophy, sociology, economics, psychology, nutrition, and history.

Perhaps there is no place in the Rocky mountains where opportunity for scientific research in the fields mentioned is so combined with the wonderful beauties of nature. In the short distance of twenty miles it is possible to find every plant from salt grass on the shores of Utah Lake to the flowers blooming beneath perpetual snow near the top of Timpanogos.

The Alpine School is well organized. Dormitories are provided for the women, who are under the direct

supervision of the Dean of Women. Meals are served in the dining hall, and a central reading room and social center is provided. The social life of the camp is wholesome and educational. All students are expected to observe a few definite rules which make for the comfort, convenience and enjoyment of the group. See page 47 for further information.

GRADUATE WORK

The number of students applying for work leading to Master Degrees has increased to such an extent that the Summer School is fast becoming a center for advanced professional training.

Registration. The registration of all students taking work for advanced degrees is to be made through the Committee on Graduate Work.

Students holding a Bachelor's Degree equivalent to that granted by the Brigham Young University will be admitted to graduate work without examination.

Admission to graduate courses is granted only to those who have had the requisite undergraduate work in those courses or departments. In order adequately to determine this fact a student should file with the Committee on Graduate Work an official transcript of his undergraduate courses at the time that he registers for graduate study.

Each graduate student must submit his course of study and the title of his thesis to his major professor and the Committee on Graduate Work for approval. Changes in registration can only be made with their consent.

Graduate credit is given under the following conditions: (1) The courses for which graduate credit is given must be definitely catalogued as courses carrying graduate credit. (2) Only students who are eligible to receive graduate credit at the time a course is taken will receive graduate credit for such course.

Admission to Candidacy. Registration for graduate study does not admit a student to candidacy for a higher degree. A graduate student who has been in residence one quarter or more, whose thesis subject has been approved, and who has given evidence of ability to do work of a graduate character may be admitted to candidacy by vote of the University Council. The mere accumulation of credits does not necessarily indicate ability to do graduate work. All applications for admission to candidacy for a higher degree should be made to the Committee on Graduate Work.

Requirements for the Master's Degree. Two Master Degrees are offered: Master of Arts, (M.A.) provided the bachelor degree was A.B.; and Master of Science (M.S.), provided the bachelor degree was B.S. A student may be admitted to candidacy upon the completion of the following requirements: (a) the candidate must after securing a bachelor's degree, furnish 48 hours of graduate credit, 32 hours of which must be in residence, in addition to 186 hours of college credit, and 16 units of high school credit. (b) A thesis must be submitted based on work done in some field of investigation within the major department, and which must show evidence of independent research. The thesis must be accepted by the head of the major department and two other persons selected by him, and must be completed at least ten days before the final examination. (c) At least fifteen days before graduation, the candidate must pass an oral examination given by an examining committee, which shall consist of seven members including the three members of the graduate committee, the major professor, the dean of the college in which the major department is, the remaining members to be selected by the committee on graduate work.

At least one member of this committee shall be present and preside at any examination given for a higher

degree. The candidate shall furnish complete copies of his thesis to his major professor and to the chairman of the Committee on Graduate Work within five days of the final examination. (d) A bound typewritten or printed copy of the thesis must be furnished the University library. Before the degree is granted the candidate must file with the chairman of the Committee on Graduate Work a receipt to this effect from the Librarian. (e) Courses not listed as graduate work may not be used for a higher degree without the consent of the head of the department concerned and the Committee on Graduate Work. A candidate for a Master's Degree must secure a grade "B" or above in three-fourths of his graduate work. No grade below "C" will count towards a Master's Degree. An applicant for this degree must furnish at least one-half of his graduate credit in his major department. The remainder of the credit for his degree should be offered in one or two minor departments closely related to the major department unless the Committee on Graduate Work permits a different arrangement of program.

DEMONSTRATION SCHOOLS

In no department, perhaps, has greater progress been made in recent years than in the field of method. The old ways of teaching have been supplemented by a teaching technique adapted to the recent changes in the social order.

The demonstration schools of the summer session at the Brigham Young University will illustrate for the teachers the working out of these modern methods. One of these demonstration schools will deal with the problems of remedial teaching. Pupils who are unsuccessful during the winter will be diagnosed and corrective methods worked out.

The other demonstration classes will be on the secondary level, and will be used to demonstrate the theory of secondary teaching as worked out in the methods classes.

FEES

Entrance Fees

First of the six-weeks terms	$20.00
Alpine term	25.00
Both terms	35.00
Demonstration course	2.50

Special Alpine School Fee

Board and Room	50.00

Courses of Instruction

While regular classes will not be held for fewer than five graduate students, such students may register for graduate work in any of the major lines offered by the University and receive individual attention. Courses bearing numbers above 100 are primarily intended for graduate students. Graduate credit may also be had in a number of upper division courses by making arrangements with the head of the department. Such courses are indicated by an asterisk preceding the number.

Courses not announced in this catalogue may be organized provided a sufficient number of students apply.

AGRONOMY

Professor Martin

51s. Soils. Review of the entire field of soil study. Designed as a foundation course for all students of agriculture, teachers of nature study in grade schools and junior high schools, and for those who desire material to aid them in the solution of problems common to rural communities. M T W Th. Two hours credit.

105s. Advanced Laboratory in Soils. Credit, time, and subject matter to be arranged. This work will consist of chemical, bacteriological, and other special laboratory work.

Any of the courses in agronomy listed in the annual catalogue, namely, 21, 22, 23, 52, and 101, may be taught should there be a demand for them.

ANIMAL HUSBANDRY

Professor Cannon

53s. Nutrition. A study of food materials, their compounds, their digestion, and the various uses to which each is put in the body. The best methods of

balancing foods for body well-being and the effects of different diets will be investigated. Alpine term. Daily. Three hours credit.

*81s. **Milk Production and Secretion.** Evolution of the feeding standards. Methods of preparing feeds and feeding dairy cows. Principles of nutrition and their relation to milk secretion. First term. Three hours credit.

110s. **Research in Nutrition.** Open to graduates only, major or minor. Designed for students in Animal Husbandry and Home Economics who desire to get acquainted with the problems of nutrition. Time and credit to be arranged.

ART

Professor Eastmond; Assistant Professor Jensen; Mr. Richards

11s. **Landscape and Still-life Painting in Water Color.** Subjective composition and color study. Two hours credit. First term, Eastmond; Alpine term, Richards.

17s. **Process Illustration and Art Etching.** Pictorial composition especially adapted to the various phases of line, tone, and color engraving. Process methods of drawing and painting. Methods and practice of art etching and wood block printing. Four recitations a week. One or two hours credit. First term. Eastmond.

41s. **Normal Art.** (Graphic and Applied). This course is especially designed for teachers of the grades. Various phases of objective representation, applied design, and constructive art adapted and correlated. Careful consideration of adopted courses of study and method. Four recitations a week. Two hours credit. First term. Jensen.

51s. Process Illustration and Art Etching. Continuation of Course 17s. One or two hours credit. First term. Eastmond.

64s. Water Color Painting. Objective landscape and still-life painting continued. Subjective composition. Outdoor sketching. Two hours credit. First term. Eastmond.

64s. Water Color Painting. Pictorial composition of flowers and landscape study in color. Two hours credit. Alpine term. Richards.

72s. Landscape Painting in Oil. Hours and credit to be arranged. Two to nine hours credit. Alpine term. Richards.

77sp. Studio Work. Painting in oil, decorative painting, commercial art, designing and applied art. Outline for work and other information pertaining to the course will be given by the instructors. Special attention is given to individual needs. Time and credit to be arranged. First term. Eastmond and Jensen.

(Students may elect advanced work in painting at the Alpine term as Art 77s.)

BOTANY

Professors Cottam and Martin

21s. General Bacteriology. Lectures and recitations daily in which the fundamental facts of bacteriology are considered, and applications of industrial economic, and sanitary importance are made. Three hours credit. First term. Martin.

22s. General Bacteriology Laboratory. A laboratory course in general bacteriology designed to accompany Botany 21. Two hours credit. T Th F. Martin.

56s. Flora of Timpanogos. This course will include a general survey of the flowering plants of Timpanogos. Students will become independent in using the botanical key. One field trip each week will be required of all members of the class. Three or five hours credit. Alpine term. Cottam.

57s. Plant Ecology. This course will include a study of plants as they grow in nature. Their adaptations in relation to soil and climate will be a special consideration. Lectures daily and one field trip each week. Three hours credit. Alpine term. Cottam.

103s. Field Ecology. Open only to advanced students of Botany. Work ordinarily to be done on regular biological excursions conducted each summer. Four or eight hours credit. First term. Cottam.

CHEMISTRY

Professor Maw and Mr. Greenwood

1as. Elementary General Chemistry. This is an introductory course, intended for students who have not had high school chemistry. The principles and theories of chemistry are considered in connection with the nonmetals. It should be taken as a foundation for other sciences and especially for foods and nutrition. Daily. Three hours credit. First term.

1bs. Elementary General Chemistry. Laboratory course. Five days a week. Two hours credit. First term.

5s. Elementary Qualitative Analysis. Study of the metallic elements and qualitative analysis. Two to five hours credit. First term.

6s. Elementary Quantitative Analysis. Two to five hours credit depending on work done. First term.

7s and 8s. Elementary Organic Chemistry. A brief discussion of the carbon compounds. For students of home economics. Five hours credit. First term.

51s. Principles of Inorganic Chemistry. Discussion of chemical theories and important generalizations in the field of inorganic chemistry. Four recitations. Two hours credit. First term.

52s. Principles of Inorganic Chemistry. Laboratory course. Five periods a week. Two hours credit. First term.

71s and 72s. Organic Chemistry. This course is arranged for pre-medical students. Five hours credit. First term.

CLOTHING AND TEXTILES

Miss Tuckfield

21s. Dressmaking. This course aims to teach the principles of clothing selection and construction. It includes selection of materials, study of commercial patterns, fitting and workmanship. Two dresses to be made by each student. Double periods required. Four times a week. Two hours credit. First term.

31s. Millinery. This course deals with the study of processes and materials used in millinery, also practice

in designing, making, and trimming hats. Double periods required. Three times a week. Two hours credit. First term.

ECONOMICS

Mr. Johnson

11s. Introduction to Economics. A general survey of industrial society, its structure, its institutions, its operation. Historical background of the rise of modern capitalistic industry. Daily. Three hours credit. First term.

22s. Marketing. A study of the fundamental principles of marketing raw and manufactured products, the object being to give the students a general familiarity with the fundamental principles of marketing. Daily. Alpine term. Three hours credit.

59s. Industrial Problems. A survey course including the background of the present economic regime. The Industrial Revolution. Major and social problems arising out of the machine age. The new status of the laborer. The rise and importance of labor organizations. The problem of wages, working conditions, unemployment, unrest, etc. Methods of settling industrial disputes. Daily. Three hours credit. Alpine term.

86s. Business Management. A study of some of the management problems in business. A survey of the business structure will be made. The manager in relation to the financial, accounting, production, and marketing functions will be emphasized. The manager's problems in respect to personnel, his dependence upon general economic conditions, and his relation to government and the law. Prerequisite, General Economics. Three hours credit. Daily. First term.

EDUCATIONAL ADMINISTRATION

Professor Nuttall; Associate Professor Sudweeks; Dr. Smith, Dr. Elsbree

73s. General Educational Administration. A study of the present organization of state, city, county, and rural school systems will be made. The powers and duties of various school officials, together with an outline of the general problems involved in administering a school system, will form the detailed content of the course. Daily. Three hours credit. First term. Smith.

80s. The Informal Examination, or Old and New Type Tests and Examinations. The function of the old and new type examinations in modern school practice. The improvement of the written examination. Scoring, interpretation, and use of test results. Five days a week. Three hours credit. First term. Sudweeks.

103s. The Administration of a School. A study of the work of the principal of a building. Three hours credit. Alpine term. Nuttall.

111. Public School Business Administration. This course will include a special study of financial problems of school administration. It will involve a comparative study of systems of raising and disbursing revenue, of particular problems to be met by the superintendent and boards of education. A course in general educational administration is prescribed as a prerequisite. Two hours daily second three weeks of First term. Three hours credit. Smith.

112s. Personnel Problems. Such topics as selection and placement of teachers; teachers' contracts; salary schedules; tenure; retirement provisions; and teachers'

organizations will receive consideration. The course will be of interest to experienced teachers and school executives. Two hours daily. First three weeks of first term. Three hours credit. Elsbree.

147s. Research Work. For seniors and graduate students who are working on or towards a master's thesis, or on a research problem. Scientific spirit and method; the technique of research; and definite guidance on a specific problem. Four days a week. Two hourse credit. First term. Sudweeks.

ELEMENTARY TEACHING

Assistant Professors Boyle, Ollorton, Peterson, Dusenberry, Jensen; Mr. Glen Smith

5s. School Organization and Administration. This course will acquaint beginning teachers with the school as an institution in its relation to the state and the community, and will introduce in an elementary but practical way the problems of school organization including such problems as the place of the superintendent, supervisors, and principal, teachers' assignments, the organization of the curriculum, classification of pupils, attendance, physical welfare of pupils, records, reports, etc. Those parts of the Utah school law with which teachers should be familiar will be carefully studied. Daily. Three hours credit. First term. Boyle.

12s. Elementary Curriculum. This course is a short course in which selected problems concerning the state course of study will be discussed. Students who have had teaching experience will find this course especially suited to their needs. Four days a week. Two hours credit. First term. Smith.

21s. Juvenile Literature. A study of literature will be made in a sufficiently detailed way to give a basis for selection, appreciation, and presentation of the best and most suitable material for the elementary school. Graded lists of various types of stories and poems will be completed. Four days a week. Two hours credit. First term. Dusenberry.

62s. Oral and Silent Reading in Lower Primary Grades. The underlying science of reading, objectives of reading instruction, principles of classification and method; specific aims, materials, and methods for lower primary grades; methods of dealing with special abilities and disabilities will receive attention. Demonstrations will be provided in the Demonstration Class. Intended as a practical course for teachers of lower primary grades. Four days a week. Two hours credit. First term. Peterson.

63s. Classroom Management. The aim of this course is conservation of and obtaining the maximum educational value of every element in class-room organization. Such topics as the following will receive attention: school programs, seating of pupils, heating and ventilating school rooms; care and use of supplies and books; school room cleanliness; school room decoration; definite disciplinary problems; school records, reports, etc.; value of good management as a condition for good teaching. Two hours credit. First term. Peterson.

64s. Remedial Teaching. This course aims at helping the teacher with instructing problem cases—groups of pupils passing through the grades without acquiring the fundamental skills. The study will include (a) diagnosis for discovering individual difficulties, testing procedure and interpretation; (b) case history; (c) remedial instruction including a survey of newer materials suited to remedial work and methods of instruction adapted to

overcoming specific difficulties. This course will cover reading, spelling, and arithmetic. The work will parallel the demonstration class. Students will have the opportunity of dealing directly with making diagnosis of the pupils of the demonstration class, and of seeing the instruction adapted to these puplis. Daily. Three hours credit. First term. Ollorton.

66s. Industrial Arts for Primary Teachers. A course designed to aid in the solution of construction problems met with in the project work of other school subjects. Sand table work, paper construction and sloyd work, costume designing for dramatization work, applied design, poster work and similar problems will be treated. Two hours credit. First term. Jensen.

67s. Teaching Social Science in the Intermediate Grades. The course will consist of three major parts: first, a consideration of basic principles upon which the learning process in these subjects is governed; second, a survey of the better new courses of study in these subjects to determine the trends of the reorganization of the curriculum in these fields; third, a study of the technique of method best adapted to the teaching of these courses as it is being reorganized. Two hours credit. First term. Ollorton.

68s. The Recitation. This course includes the historical development, types for specific purposes, criteria of value of types, technique, and method. The work is suitable for teachers of the intermediate, upper, and high school grades. Two hours credit. First term. Mr. Smith.

ENGLISH

Professors Christensen and Reynolds; Assistant Professors Jensen, Hamilton; and Mrs. Carroll

1s. Rhetoric and Composition. Themes, exercises, conferences and prescribed reading. Standard required freshman English course. Daily. Three hours credit. First and Alpine terms. Carroll.

5s. Reporting. (Prerequisite: English Composition—English 1, 2, and 3; and, if possible, Course 4). News gathering and writing for college students and high school teachers of journalism or English. A comparative study of representative American newspapers and an analysis of their news style will also be made. Three hours credit. First term. Hamilton.

14s. Grammar. This course will deal with fundamental principles of English grammar, placing emphasis on troublesome features. Daily. Three hours credit. First term. Jensen.

21s. Masterpieces of English Literature. This course deals with outstanding selections in poetry and prose, beginning with Beowulf and including selections from Spenser, Shakespeare, Milton, Wordsworth, Tennyson, Browning, Thackery, Dickens, Poe, Hawthorne, Stevenson, and Kipling. Daily. Three hours credit. Alpine term. Carroll.

23s. Shakespeare. This is an extensive course in the study of Shakespeare. The student will be required to read the principal plays. Daily. Three hours credit. First term. Christensen.

50s. Editing. (Prerequisite: 5s—Reporting—or equivalent). A course in the "desk" for students preparing for journalism, supervisors of high school newspapers, teachers of news writing, and in a less degree for all who correct manuscripts. Practical experience in editing copy, a study of style, practice in writing headlines and page makeup, a study of news values from the editor's point of view, and a brief discussion of libel. Three hours credit. First term. Hamilton.

***51s. Feature Articles.** (Prerequisite: Adequate preparation in Enlish composition). How to gather material and write special articles for magazines and newspapers with analyses of the work of typical feature writers, successful articles, the requirements of various types of magazines, and markets. Practice in writing articles. Two hours credit. First term. Hamilton.

62s. Modern European Drama (British). Daily. Three hours credit. Alpine term. Reynolds.

66s. The Literature of Nature. This course is a study of the masterpieces of English and American literature which deals with nature. Lectures, discussions, conferences, and prescribed reading. Daily. Three hours credit. Alpine term. Reynolds.

77s. Browning. (This course, or 76 in annual catalogu, is required of students who elect their major in the English department.) Daily. Three hours credit. First term. Carroll.

85s. Literature of the Bible. Significance of a literary approach to the Bible. Its influence in the development of English literature. Selected readings illustrative of the various types of literature found in the Bible. Daily. Three hours credit. First term. Merrill.

93s. The Contemporary Novel in England and America. A discussion of the trend of present-day fiction and a review of typical novels. Daily. Three hours credit. First term. Jensen.

***98s. Literary Criticism.** A practical course in the principles of literary criticism, for students who wish to improve their ability to measure and appreciate literature. Daily. Three hours credit. First term. Christensen.

FOODS AND NUTRITION

Associate Professor Cannon; Miss Palfreyman

15s. Suggestive Ways for Entertaining for Various Occasions. Laboratory and lecture will be devoted to the preparation of type food for breakfasts, luncheons, and parties. The duties of the hostess and etiquette will be emphasized. Daily, 8:30-10:30. Three hours credit. First term. Palfreyman.

51s. Large Quantity Cookery. Experience in management of school cafeterias, quantity cookery, marketing, keeping of cafeteria accounts. Prerequisites for students majoring in foods and nutrition, Courses 21, 22, 23, in annual catalogue or equivalent. Daily, 10:30-1:30. Three hours credit. First term. Cannon.

56s. Nutrition. (Prerequisites: Chemistry 1, 2, 7; Foods and Nutrition 21, 22, 23). A study of the chemistry, digestion, and metabolism of carbonhydrates, fats, and proteins, also the properties of food and their effect on health and growth. Daily, 8:30. Three hours credit. First term. Cannon.

GEOLOGY

Assistant Professor Hansen

55s. Introductory Geology (Physical). A study of land forms, geological structures, disposition of rock-forming sediments, and the work of winds, water, ice, etc. Lectures daily and five field trips. Three hours credit. First term. Hansen.

56s. Historical and Field Geology. In this course are considered the nature and significance of fossils; stratigraphy and the use of fossils in geologic work. Geologic interpretation will be emphasized in the field work. Five lectures and ten hours of field work a week. Three hours credit. Alpine term. Hansen.

100s. Research. Under this course special problems in the field of Geology may be assigned to students prepared to do original work. Hours and credit to be arranged. Credit proportional to amount and quality of work done. Alpine term. Hansen.

HISTORY

Professor Snow

***72s. Twentieth Century Europe.** This course will cover the great achievements of the past half century both material and cultural. The aim will be to help explain our present mode of living and thinking. Three hours credit. Alpine term. Snow.

***82s. History of the West.** This study will cover the western development of the Trans-Mississippi West, 1803-1893. The Mormon migration and pioneering in Utah will be stressed. Three hours credit. Alpine term. Snow.

HOUSEHOLD ADMINISTRATION

Assistant Professor Maughan; Miss Palfreyman

25s. Household Problems. This course will present the most important problems in the organization and management of the household, including a simple study of the family income and its expenditure, home decoration, and other problems of home making. Open to housewives and to students not majoring in Home Economics. Daily. Three hours credit. First term. Palfreyman.

51s. Family Health. This course deals with practical home appliances and care of the sick; home and community sanitation with relation to common communicable diseases. Two hours credit. Alpine term. Maughan.

55s. Child Care. This course deals with problems of nutrition and hygiene of the mother, infant, and preschool child, physical and mental standards of normal development, agencies working for child welfare, home influences, and training of children. Open to housewives and students. For students majoring in Home Economics, Zoology and Entomology 50 should precede or parallel the course. Daily. Three hours credit. Alpine term. Maughan.

MATHEMATICS

Associate Professor Marshall

11s. Plane and Spherical Trigonometry. The study of the trigonometric functions of angles and the solution of triangles and the theory and use of logarithms. Field work, including the measuring of heights, distances, grades, etc., will be emphasized. Daily. Three hours credit. Alpine term.

12s. College Algebra. A brief review of high school Algebra; quadratic equations; permutations and combinations; determinants, etc. Daily. Three to five hours credit depending on the amount of work done. First term.

MECHANIC ARTS

Assistant Professor Snell; Mr. Bigelow

Any of the other courses listed in the regular catalogue will be given if the demand justifies.

WOODWORK

11s. Woodwork. Men having no previous training may enter this course and receive training in the use of tools. Attention to individual needs. Four two-hour periods weekly, from 3:00-5:00. Two hours credit. First term. Snell.

51s. Woodwork. This course is designed especially to assist the shop teacher in his individual problems. Part of the time will be used in planning and supervising fundamental processes of hand, tool, and machine operation. Discussion of shop equipment, materials and management. The steel square and its application to roof framing. Some practical work in concrete will also be done. Four two-hour periods weekly, from 3:00-5:00. Two hours credit. First term. Snell.

AUTO MECHANICS

11s. Auto Mechanics. This course will deal with the theory and practice of automobile overhauling. Special attention will be given to individual needs. Those wishing to work on their own cars will be directed and assisted. Two sections will be organized if demand justifies it. Four two-hour periods weekly, from 1:00-3:00. Two hours credit. First term. Bigelow.

MODERN LANGUAGES

Professor Cummings; Associate Professor de Jong

FRENCH

1s. Elementary French. Easy reading, pronunciation, and the fundamentals of grammar. Two sessions daily. Five hours credit. First term. Cummings.

2s. Elementary French. Reading, vocabulary building, and grammar drill. Two sessions daily. Five hours credit. Alpine term. de Jong.

GERMAN

52s. Advanced German. An intensive study of contemporary German, intended primarily to develop the student's ability to read. Daily. Three hours credit. First term. Cummings.

53s. Advanced German. An intensive study of contemporary German, intended primarily to develop the student's ability to read. Daily. Three hours credit. Alpine term. de Jong.

MUSIC

THEORY OF MUSIC

Associate Professors Sauer, Robertson; Mr. Hanson

7s. Harmony. Intervals, primary triads, dominant seventh chord, non-harmonic tones, open harmony. Daily. Three hours credit. First term. Robertson.

13s. Public School Methods. Materials and methods for the grades. Four days a week. Two hours credit. First term. Hanson.

71s. Band Arrangement. A practical course in arranging simple music for band. Designed to aid supervisors and teachers of band. Four days a week. Two hours credit. First term. Sauer.

76s. Public School Methods. Special technique of instruction and materials for the junior and senior high schools. Four days a week. Two hours credit. First term. Hanson.

INSTRUMENTAL MUSIC

Associate Professors Sauer, Robertson; Mr. Hanson, Mr. Nelson, Mr. Fitzroy, Mr. Booth

1s. Band. Students must be able to play their instruments. Materials used: standard overtures, operatic selections, and miscellaneous military band music. Daily. One hour credit. First term. Sauer.

7s. Orchestra. Students must be able to play their instruments. Practice in the rendition of instrumental solo and ensemble work for string, reed, brass, and percussion instruments. Daily. One hour credit. First term. Robertson.

Piano. 1s-p to 6s-p; 51s-p to 56s-p. Private instruction for beginners, advanced students and teachers. Fees, time, and credit to be arranged with instructors. Both terms. Hanson, Nelson, Fitzroy.

Piano School. 1s-p to 6s-p; 51s-p to 56s-p. Intensified piano study for beginners or advanced students through daily individual instruction. A practice piano is furnished for a certain number of hours each day. Students having the use of a practice piano outside of the school may arrange for private instruction. Credit according to the amount of time spent in preparation and

the frequency of instruction. Fees and time to be arranged with instructor. First term. Nelson.

Violin. 1s-p to 6s-p; 51s-p to 56s-p. Private instruction for beginners, advanced students, and teachers. Fees, time, and credit to be arranged with instructors. Both terms. Robertson, Booth.

Wind Instruments. 1s-p to 6s-p; 51s-p to 56s-p. Private instruction for beginners, advanced students, and teachers. Fees, time, and credit to be arranged with instructor. First term. Sauer.

63s-p. Piano Pedagogy. Private instruction and group work. Methods of teaching piano, and materials. Fees, time, and credit to be arranged. Hanson, Nelson.

VOCAL MUSIC

Mr. Hanson; Miss Summerhays, Mrs. Packard

Private Vocal Culture. 1s-p to 6s-p. Systematic instruction in vocal study as evolved from the best methods. One or two hours credit. Both terms. Summerhays, Packard.

Male Glee Club. 12s to 18s; 69s to 74s. For students desiring the better forms of music for male voices. Duets, trios, and ensemble work. All singers eligible. Daily. One hour credit. First term. Hanson.

Ladies' Glee Club. 13s to 18s; 69s to 74s. For students desiring the better forms of music for ladies' voices. Part singing in duets, trios, quartets, and other ensemble arrangements. Daily. One hour credit. First term. Summerhays.

OFFICE PRACTICE

Mr. Johnson

21s to 24s. Typewriting. Touch typewriting according to standard methods. Students may register for two hours daily and two hours credit. First term.

PHYSICAL EDUCATION

Miss Jeppson, Mr. Dixon, and Miss Coleman

14s. Advanced Physical Education. For both men and women. This course is designed for summer students who have had one year in Physical Education and desire to take more advanced work in the department. This course will include instruction in general physical activities. The work will be recreational in its nature and is specially planned for summer students. Daily. One hour credit. First term. Dixon.

21s. Physical Education for Grade Teachers. This course is designed to prepare students taking the Normal Training courses for the teaching of gymnastics, games, folk dancing, rhythmic exercises, etc., in the grade schools. Daily. One hour credit. First term. Jeppson.

31s. Elementary Natural Dancing. A course in dancing technique. Fundamentals of position and movement. Interpretative and descriptive dances. Daily. One hour credit. First term. Jeppson and Coleman.

71s. Play and Playground Supervision. This course will deal with the theory and practice of play and playground supervision. A thorough study of the educational, social, physical and hygienic values of play will be made. The play activities of a child's life will be studied and

methods of supervising these activities will be taught. Required of all students majoring in Physical Education. Daily. Two hours credit. First term. Jeppson.

92s. **Principles of Gymnastic Training.** This course will deal with the pedagogy of physical training with emphasis on methods of building daily programs in physical exercises, directing gymnastic classes and the like, and also with the organization and administration in high schools and colleges. Two hours credit. First term. Dixon.

PHILOSOPHY OF EDUCATION

Professors Nuttall, Wilson; Assistant Professor Boyle

61s. **Educational Sociology.** This course deals with the social factors which should be given consideration in modern educational theory and practice. Four days a week. Two hours credit. First term. Wilson.

81s. **Science of Education.** This course should be preceded by work in Psychology. A consideration of the fundamental problems of educational theory and practice; the aims, standards, and content of education. A study of the principles determining educational values. A summary of the psychological investigations that have been made relative to the principal school subjects. The origin and present status of educational theory in the problems of liberal vocational guidance, doctrines of formal discipline and interest. Daily. Three hours credit. First term. Boyle.

136s. **Basic Principles in American Education.** Three hours credit. Alpine term. Nuttall.

PHYSICS

Associate Professor Marshall

11B-s. A Survey of Physics. A careful study of selected topics in elementary physics in which the development of the principles and their applications to the human welfare will be stressed. This course is designed for the non-science student who wishes to obtain some information in this field. This is the second half of Physics 11, and does not duplicate the first half, Physics 11A-s, offered last summer. Students who registered for 11A-s last summer may elect this course to make up a total of four hours credit in elementary physics. Students will be given the opportunity to elect Physics 11A-s next summer. M T W Th. Two hours credit. First term.

101s. Theories of Modern Physics. A general survey of such topics as: The Principles of Relativity; The Quantum Theory; The Structure of the Atom; etc. Daily. Three hours credit. Alpine term.

POLITICAL SCIENCE

Professor Jensen

***50s. Principles of Political Science.** The course aims to present a systematic study of the principles of political science. It deals with the scope and method of political science; the nature, constituent elements, and attributes of the state; sovereignty; the structure and province of government; constitutions and the electorate. Three hours credit. First term. Jensen.

***83s. International Relations.** Problems of nationalism, internationalism, and imperialism; international

co-operation and organization as evidenced in the League of Nations; the International Labor Organization; limitation of armament conferences; the Hague Arbitration Court; the so-called World Court; the Kellogg Peace Pact; etc. Three hours credit. First term. Jensen.

PSYCHOLOGY

Professor Poulson; Assistant Professor Dusenberry

21. **Educational Psychology.** This course is designed to present the facts as far as they have been scientifically determined, concerning the nature and development of the mind, with special meaning of these facts as applied to the principles of teaching. An analysis is made of such problems as arise in the curriculum in connection with methods of instruction, management, and guidance. A state requirement for teaching in elementary schools. Daily. Three hours credit. First term. Dusenberry.

*71. **Psychology of Religion.** A consideration of some of the most important results of the psychological study of religion as a basis for the interpretation of its meanings in personal and social life. Prerequisite: an upper division course in psychology preferably Psychology 70 or 77 in annual catalogue. M T W Th. Two hours credit. First term. Poulson.

*72. **Advanced Educational Psychology.** A brief consideration of certain important phases of the psychology of secondary education such as the laws of economical learning, psychological investigations of the various school subjects, how we think, and individual differences. Prerequisite: at least three hours of lower division psychology. Daily. Three hours credit. First term. Poulson.

*91. **Seminar in Psychology.** Recent and current literature dealing with behavioristic psychology will be reviewed and an attempt made critically to evaluate the same. Prerequisite: at least ten hours in psychology. One hour credit. Time to be arranged. Poulson.

PUBLIC SPEAKING AND DRAMATIC ART

Professor Pardoe

PUBLIC SPEAKING

11s. **Principles of Speech.** An elementary course for those who wish to study methods of presenting speeches in an organized and forceful manner. Current topics used as subject material. Four times a week. Two hours credit. First term.

DRAMATIC ART

11s. **Elementary Elocution.** Principles of pantomime and speech presentation for those who are teaching or who have not done professional and platform reading. Repertoire of own choice in general. Four times a week. Two hours credit. First term.

50s. **Scene Presentation and Platform Reading.** Some of the modern plays and readings will be used for repertoire. This course open to those who have had sophomore work in some accredited university. Two times a week. One hour credit. First term.

RELIGIOUS EDUCATION

Professors Merrill, Wilson, Coe, Sperry; Mr. Young

54s. Life and Teachings of Christ. The course is based on the text of the four gospels. Emphasis is placed on the application of church principles and ideals as they relate to our present time. Two hours credit. First term. Young.

55s. Life and Teachings of Christ. This course is based on the text of the four gospels. Emphasis is placed on the application of church principles and ideals as they relate to our present time. (Continuation of Course 54). Two hours credit. Alpine term. Young.

***81s. The Beginnings of Old Testament History and Literature.** The course will deal with the early history of Israel down to the disruption of the kingdom. The viewpoint of modern O. T. scholarship will be emphasized and an effort made to prepare the student for further study in this field. Three hours credit. First term. Sperry.

***91s. Selected Topics in Old Testament History and Literature.** A course to be treated in a more popular fashion and dealing with topics such as the Hebrew family, customs and manners, love stories; the Hittes and Philistines; bible versions; how to teach the Book of Psalms; the teaching value of Hebrew proper names, etc. Three hours credit. First term. Sperry.

104s. Philosophy of Religion. A course in the fundamental principles of religious education, looking toward the working out of interpretative standards as applied directly to Old Testament and New Testament Seminary work, and dealing with the principles involved in the method of religious education. Three hours credit. First term. Wilson.

101s. Seminar. This is designed primarily for Seminary teachers. One hour per week. First term. Merrill and Wilson.

150s. Special Lectures. A series of lectures on religious attitudes. Prepared especially for Seminary teachers. Daily. First term. Coe.

SECONDARY TEACHING

Professor Merrill; Assistant Professor Boyle; Mr. Jensen

All students in Secondary Teaching are advised to register for Secondary Teaching 56s—Demonstrations in High School Teaching.

55s. High School Teaching. In this course attention will be given to some of the recent developments in the technique of teaching on the high school level. The problems in connection with chosing, organizing, and presenting materials for the attainment of specific end products of education will be considered. Students who register for this course should take Secondary Teaching 56s. Three hours credit. M W F. First term. Merrill.

56s. Demonstrations in High School Teaching. Open to all students of the summer school. Demonstrations will be conducted every Tuesday and Thursday. In these demonstrations an opportunity will be given to observe the best methods of organizing and presenting subject matter for the attainment of specific end products of training. One hour credit. T Th. Merrill and Jensen.

91s. The High School Curriculum. In this course emphasis will be placed on problems and procedure in connection with curriculum organization. Some recent work in curriculum construction will be evaluated. Three hours credit. First term. Merrill.

SOCIOLOGY

Professor Lundberg; Mr. Taylor

41s. Juvenile Sociology. This course deals with the educational problems of the adolescent, as related to the home, the school, industry, the community, and his own group. The child's moral equipment, his social traits, and moral and sex education through school subjects. History of juvenile delinquency and the study and treatment of delinquents. Two hours credit. First term. Taylor.

51s. Elementary Sociology. A review of the general field of social science. Papers, discussion and assigned readings. Daily, first term. Three hours credit. Lundberg.

56s. The Family. The purpose of this course is to investigate the problems of the modern home and family. To discover present tendencies and reasons for certain disorganization and disintergration now evident in American life. A constructive program will be worked out to aid in the solution of this problem. Three hours credit. First term. Taylor.

101s. Social Organization. The course deals with the structure, functions, and evolution of the social organization. Undergraduates admitted on permission of the instructor. Daily, first term. Three hours credit. Lundberg.

ZOOLOGY AND ENTOMOLOGY

Professor Tanner; Drs. Oaks and Cullimore

20s. Health Education. Designed to meet the state requirements in health education. The early part of the course is devoted to fundamental physiological processes,

and upon these as a foundation are based studies of personal hygiene, hygiene of the school child, sanitation of school buildings, and surroundings, public and home sanitation, and recognition of defects in children. Three hours credit. Daily. First term. Oaks and Cullimore.

*64s. **Advanced Entomology.** Open to advanced students who are prepared to do systematic, morphological or economic work. Time and credit to be arranged. First term. Tanner.

*77s. **Evolution and Genetics.** A study of the facts of evolution derived from the classification, embryology, comparatice anatomy, physiology, geographical distribution, etc., of the plants and animals about us. The cell as the physical basis of heredity; the germ cycle, variation, mutations, Mendelism, inheritance of acquired characteristics, pure lines, sex determination and their relation to evolution will be studied. Three hours credit. M T W Th. First term. Tanner.

*85s. **Fresh Water Zoology Problems.** Special problems dealing with the plankton, mollusca, insects, fish, etc., of Utah lake. Problems will be assigned to individual students. Previous zoological work is a prerequisite. The work will be conducted at the Lakeside Biological Laboratory. Time and credit to be arranged. First term. Tanner.

*93s. **Field Zoology.** Open only to students majoring in Zoology and Entomology. Students may make extensive collections of the animal life of this or adjoining states and then make a report on the same. The report and collection to be left with the university. This course aims to give the student training in systematic zoology and museum work. Time and credit to be arranged. Alpine term. Tanner.

ALPINE SUMMER SCHOOL

1. **Registration—**

For those entering for Alpine term only the entrance fee is $25.00

For those who have been in attendance the first term 15.00

The University recommends that students register in Provo at the University before going to Aspen Grove. The Deans of the various colleges will be on hand to assist students with their registration at the University, Thursday, July 18.

Those who cannot register in Provo may do so at Aspen Grove.

2. **Transportation Provo to Aspen Grove—**

The University will furnish transportation, including baggage, up and back to students who board with the institution. Extra trips on week ends, etc., will have to be paid for by the students. Trucks will leave the University for Aspen Grove, Friday July 19, and Sunday, July 21.

Baggage going under the above arrangements must be delivered to the University and checked under an arrangment similar to that used by railroads.

Persons who establish their own camp must provide for their transportation. The University will be glad to put anyone in touch with transportation facilities.

3. Board and Lodging—

The University operates a dining hall and dormitories for men and women. Board and room for the entire term is $50.00.

Students in attendance less than the entire term will be charged $15.00 a week for board and room. Registered students may occupy their cots during the Timpanogos Hike without cost. The regular school accommodations are effective beginning with supper Sunday evening, July 21.

In the dormitories a cot and straw mattress are furnished, but all additional items such as pillows, blanketc, towels, soap, etc., must be furnished by the student.

Those who desire to camp during the session must get the written consent of the President's office. Camping sites will be assigned by Professor H. R. Clark. Those who intend to camp are advised to provide themselves with adequate camping equipment. Groceries, etc., may be purchased from the University commissary.

4. Laundry, Mail, Etc.—

Students may mail their laundry home or it may be sent to a Provo laundry through the school.
Mail for the students should be addressed to Alpine Summer School, Brigham Young University, Provo, Utah.

B76uZs
1928

Brigham Young University Quarterly

Vol. XXIV. FEBRUARY 1, 1928 No. III.

BRIGHAM YOUNG UNIVERSITY

Summer School

FIRST TERM

JUNE 11---JULY 20

ALPINE TERM

JULY 23---AUGUST 24

THE LIBRARY OF THE
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UNIVERSITY OF ILLINOIS

PUBLISHED BY THE
BRIGHAM YOUNG UNIVERSITY
PROVO, UTAH

Entered June 14, 1905, at Provo, Utah, as second class matter under act of Congress of July 16, 1904.

Accepted for mailing at special rate of postage provided for in Section 1703, Act of October 3, 1917, Authorized July 30, 1918.

BRIGHAM YOUNG UNIVERSITY
QUARTERLY

Summer School Announcement

1928

First Term
June 11---July 20

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Alpine Term
July 23---August 24
(Alpine term meets six days a week)

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POST PUBLISHING CO., PROVO, UTAH

Calendar

1928

SUMMER QUARTER

June 11	Registration
June 12	Class Work of the First Term Begins
July 4	Holiday
July 20	First Term Ends
July 20-21	Annual Hike to Mt. Timpanogos
July 23	Alpine Term Begins
July 24	Pioneer Day
Aug. 24	Alpine Term Ends

Administrative Officers and Faculty

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Professor of Theology

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Professor of Animal Husbandry
Dean of the Summer School

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Professor of Secondary Teaching

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In Charge of Alpine Camp

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Instructor in English

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Instructor in English, Demonstration School

J. W. McALLISTER
Instructor in Public School Music

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Instructor in English

MAUD TUCKFIELD
Instructor in Clothing and Textiles

IONE PAYFREYMAN, B.S.
Instructor in Home Economics

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Instructor in Chemistry

SCHUBERT R. DYCHE, B. S.
Instructor in Bacteriology

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Assistant Librarian

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Special Instructor in Music

GEORGE W. FITZROY
Special Instructor in Music

RALPH E. BOOTH
Special Instructor in Music

HANNAH C. PACKARD
Special Instructor in Vocal Music

C. LAVOIR JENSEN
Instructor in Demonstration School

EVA M. HANSEN
Instructor in Demonstration School

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Educational Administration

JOSEPH K. NICHOLES, M. A.
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Chemistry

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Philosophy of Education

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Botany and Zoology

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Principal Bear Lake Seminary
English

HEBER C. SNELL, M.A.
Professor of Psychology and Education, Snow College
Religious Education

GUINIVERE KOTTER, M.A.
Graduate Student, Stanford University
Elementary Teaching

General Information

The Brigham Young University offers in its Summer Quarter an unusual educational and social opportunity.

The summer session presents a liberal offering of courses in many lines, and provides close personal contact between instructor and student. The instruction is given by an excllent corps of teachers nearly all of whom belong to the regular staff so that the subjects taught are in charge of the specialists that teach them during the other quarters of the school year. This offers to those who can only attend summer school as great an opportunity of contact with leading educators in their respective fields as if they attended during the remainder of the year.

The work of the University is organized into the following colleges and divisions:

College of Education
College of Arts and Sciences
College of Commerce and Business Administration
College of Applied Science
College of Fine Arts
Extension Division
Research Division
Graduate Division

PROVO

The Brigham Young University is fortunate in being located in Provo, the heart of Utah County. Provo, from every angle, is a splendid summer school town. Because of its unusually fine climate, and its great variety of fruits, flowers, and trees it has long been called the Garden City. It is located in the heart

of outdoor attractions. From the "Y" campus, roads radiate in all directions along which outdoor pleasures may be found.

It is a city of homes and churches. The people are friendly and helpful. The closest cooperation and the finest friendliness are maintained between school and citizens.

ACCOMMODATIONS

The people of Provo have shown great educational patriotism in providing for the comfort and convenience of students. If patrons will make their wants known in advance, delays in getting properly located will be avoided. The price of accommodations at private homes varies as at hotels and rooming houses, the rate depending upon what the student wants and is willing to pay. No one need fear a lack of accommodations within easy access of the University.

SPECIAL LECTURES

Several assembly periods are held each week when students are given an opportunity to hear addresses on current problems by leaders of thought in the country. These assembly periods are made additionally attractive by excellent musical programs.

Special Features

OPPORTUNITIES FOR RECREATION

The Brigham Young University is ideally located from the point of view of the summer school student. The adjacent lake, mountains, canyons, streams, gardens, orchards, forests, and splendid roads combine to

make recreation really the re-creative kind. Furthermore, the Physical Education department organizes the activities of the summer in a way that make them of the highest recreational value.

Among the special recreational activities planned for the summer session of 1928 are the following:

Friday, June 15, Get-Acquainted Social.

Friday, June 22, Sunset Hike to Provona. Dancing, etc.

Saturday, June 23, Departmental Field Trips.

Friday, June 29, Moonlight Hike to Maple Flat.

Saturday, June 30, Departmental Field Trips.

Friday, July 6, Moonlight hike to Hecate's Grotto.

Saturday, July 7, Departmental Field Trips.

Friday, July 13, Evening of Fine Arts.

Saturday, July 14, Annual Trip to Saltair.

Thursday, July 19, Hikers Frolic, University Lawn.

Friday, July 20, Program at Theatre of the Pines.

Saturday, July 21, Annual Ascension to Timpanogos.

There will also be musical recitals, dramatic art productions, dance reviews, etc.

The Seventeenth Annual Timpanogos Hike to the top of Mt. Timpanogos, Utah's wonder mountain and seat of the Alpine Summer School, takes place at the close of the first term of summer school on Saturday July 21st. This hike grows in popularity with the passing years. Now that the new Aspen Grove trail is completed any ordinary hiker can easily reach Emerald Lake the most interesting part of the mountain. More than one thousand reached the lake last year. The trip to the top of Mt. Timpanogos is an event of a life-time.

The campfire program the night before the hike at Aspen Grove, the new trail winding through myriads of flowers, the scores of dashing water-falls, the smell of the pines, the delicious water to be had all along the trail, Emerald Lake, a little gem of the mountain, the unique glacier, the towering cliffs, and the thrilling slide down the glacier—all combine to make the hike a wonderful experience.

Timpanogos Cave Trip. Frequent trips are made by summer school students to the famous Timpanogos Cave in American Fork canyon. From the trail leading to the Cave magnificient views may be had of American Fork canyon. A trip around the new Timpanogos Scenic Loop of the Alpine Highway will be made some time during the summer session.

Trips to the Hot Pots at Midway, interesting geological formations as well as delightful places to swim, are on the summer program.

Outing on Utah Lake. One of the principal events of the summer session is the annual outing on Utah Lake. Although the lake is used almost daily by small swimming and boating parties, at least one big student body outing is arranged.

Week-End Outings at Aspen Grove. During the first term, which will be held at the Provo campus, a number of week-end outings will be held at Aspen Grove where the buildings and equipment of the Alpine Summer School will furnish abundant accommodations.

Gymnasium. The two gymnasiums offer an opportunity for men and women to secure gymnastic exercise; volley ball, basketball, and other indoor sports. Also the University tennis courts afford opportunity for summer school students who are interested in this sport.

Art Lectures and Exhibitions. During the summer term exhibitions of drawing, painting, applied art, and sculpture will be held. Illustrated lectures on art will be given from the point of view of art appreciation.

ALPINE SUMMER SCHOOL

During the summer of 1922 Brigham Young University established an Alpine Summer School at the base of Mt. Timpanogos, the highest of the Wasatch peaks. The school is located well up in the Alpine region, in a beautiful aspen grove at an elevation of 6,800 feet, below a perpetual glacier and a wonderful system of falls and cataracts.

The first session was an experiment, but the success of the term and the universal satisfaction enjoyed by teachers and students revealed many unique possibilities for scientific research and study. The work of the science classes soon demonstrated that a large percent of the plant life and fossil remains there had never been describd or classified. In fact, the region proved to be such a wonderful laboratory for original research in biology, geology, and nature work, that the Alpine Summer School was made a permanent institution.

The curriculum has been enlarged to include the natural sciences, fine art, literature, religious education, philosophy, sociology, economics, psychology, nutrition, and history.

Perhaps there is no place in the Rocky Mountains where opportunity for scientific research in the fields mentioned is so combined with the wonderful beauties of nature. In the short distance of twenty miles it is possible to find every plant from salt grass on the shores of Utah Lake to the flowers blooming beneath perpetual snow near the top of Mt. Timpanogos.

The Alpine School is well organized. Dormitories are provided for the women, who are under the direct supervision of the Dean of Women. Meals are served in the dining hall, and a central reading room and social center is provided. The social life of the camp is wholesome and educational. All students are expected to observe a few definite rules which make for the comfort, convenience and enjoyment of the group. See page—— for further information.

GRADUATE WORK

The number of students applying for work leading to Master Degrees has increased to such an extent that the Summer School is fast becoming a center for advanced professional training.

Registration. The registration of all students taking work for advanced degrees is to be made through the Committee on Graduate Work.

Students holding a Bachelor's Degree equivalent to those granted by the Brigham Young University will be admitted to graduate work without examination.

Admission to graduate courses is granted only to those who have had the requisite undergraduate work in those courses or departments. In order adequately to determine this fact a student should file with the Committee on Graduate Work an official transcript of his undergraduate courses at the time that he registers for graduate study.

Each graduate student must submit his course of study and the title of his thesis to his major professor and the Committee on Graduate Work for approval. Changes in registration can only be made with their consent.

Graduate credit is given under the following conditions: (1) The courses for which graduate credit is given must be definitely catalogued as courses carry-

ing graduate credit. (2) Only students who are eligible to receive graduate credit at the time a course is taken will receive graduate credit for such course.

Admission to Candidacy. Registration for graduate study does not admit a student to candidacy for a higher degree. A graduate student who has been in residence one quarter or more, whose thesis subject has been approved, and who has given evidence of ability to do work of a graduate character may be admitted to candidacy by vote of the University Council. The mere accumulation of credits does not necessarily indicate ability to do graduate work. All applications for admission to candidacy for a higher degree should be made to the Committee on Graduate Work.

Requirements for the Master's Degree.—Two Master Degrees are offered: Master of Arts, (M.A.) provided the bachelor degree was A. B.; and Master of Science (M.S.), provided the bachelor degree was B. S. A student may be admitted to candidacy upon the completion of the following requirements: (a) the candidate must after securing a bachelor's degree, furnish 48 hours of graduate credit, 32 hours of which must be in residence, in addition to 183 hours of college credit, and 15 units of high school credit. (b) A thesis must be submitted based on work done in some field of investigation within the major department, and which must show evidence of independent research. The thesis must be accepted by the head of the major department and two other persons selected by him, and must be completed at least ten days before the final examination. (c) At least fifteen days before graduation, the candidate must pass an oral examination given by an examining committee, which shall consist of seven members including the three members of the graduate committee, the major professor, the dean of the college in which the major department is, the remaining mem-

bers to be selected by the committee on graduate work.

At least one member of this committee shall be present and preside at any examination given for a higher degree. The candidate shall furnish complete copies of his thesis to his major professor and to the chairman of the Committee on Graduate Work within five days of the final examination. (d) A bound typewritten or printed copy of the thesis must be furnished the University library. Before the degree is granted the candidate must file with the chairman of the Committee on Graduate Work a receipt to this effect from the Librarian. (e) Courses not listed as graduate work may not be used for a higher degree without the consent of the head of the department concerned and the Committee on Graduate Work. A candidate for a Master's Degree must secure a grade "B' or above in three-fourths of his graduate work. No grade below "C" will count towards a Master's Degree. An applicant for this degree must furnish at least one-half of his graduate credit in his major department. The remainder of the credit for his degree should be offered in one or two minor departments closely related to the major department unless the Committee on Graduate Work permits a different arrangement of program.

Graduate Club. The Graduate Club is an organization of all graduate students who are doing work at the Brigham Young University. It is maintained primarily for the purpose of keeping graduate students informed as to the activities of the University. At present it is made up of members who are working toward Master degrees. All graduate students are eligible to membership. This club may do much towards moulding the curriculum to suit the needs of its members.

DEMONSTRATION SCHOOLS

In no department has greater progress been made in recent years than in the field of method. The old established successful ways of teaching have been supplemented by a teaching technique adapted to the recent changes in the social order.

The demonstration schools of the summer session at the Brigham Young University will illustrate for the teachers the working out of these modern methods. One of these demonstration schools will deal with the problems of remedial teaching. Pupils who are unsuccessful during the winter will be diagnosed and corrective methods worked out.

The other demonstration classes will be on the secondary level, and will be used to demonstrate the theory of secondary teaching as worked out in the methods classes.

FEES

Entrance Fees

To either of the six-weeks terms	$20.00
To both terms	$30.00
Demonstration Schools	$ 2.50

Special Alpine School Fees

Board and Room	$55.00
Camp Fee (for those not in dormitories)	5.00

ERRATUM:

On page 39 the last paragraph, course "92s—Principles of Gymnastic Training" should read "93s. Physical Education Administration."

Courses of Instruction

While regular classes will not be held for fewer than five graduate students, such students may register for graduate work in any of the major lines offered by the University and receive individual attention. Courses bearing numbers above 100 are primarily intended for graduate students. Graduate credit may also be had in a number of upper division courses by making arrangements with the head of the department. Such courses are indicated by an asterisk preceding the number.

Courses not announced in this catalogue may be organized provided a sufficient number of students apply.

ART

Professor Eastmond; Associate Professor Larsen

1s. Art Appreciation. A study of pictures and other works of art for the purpose of developing an appreciation of the beautiful in Nature and in art. The course may be taken by students who have had no training in art classes. One hour credit. Alpine term. Larsen.

17s. Process Illustration and Art Etching. Pictorial composition especially adapted to the various phases of line, tone, and color engraving. Process methods of drawing and painting. Methods and practice of art etching. Four recitations a week. First term. One or two hours credit. Eastmond.

41s. Normal Art. (Graphic and Applied). This course is especially designed for teachers of the grades. Various phases of objective representation, applied design, and constructive art adapted and correlated. Careful consideration of adopted courses of study and method. Four recitations a week. Two hours credit. First term. Jensen.

51s. Process Illustration and Art Etching. Continuation of course 17s. Daily. First term. One or two hours credit. Eastmond.

64s. Water Color Painting. Objective landscape and still-life painting. Subjective composition. Outdoor sketching. Two hours credit. First term. Eastmond.

64s. Water Color Painting. Pictorial composition of flowers and landscape study in color. Two hours credit. Alpine term. Larsen.

72s. Landscape Painting in Oil. Hours and credit to be arranged. One to nine hours credit. Alpine term. Larsen.

77sp. Studio Work. Painting in oil, decorative painting, commercial art, designing and applied art. Outline for work and other information pertaining to the course will be given by the instructors. Special attention is given to individual needs. Time and credit to be arranged. First term. Eastmond and Jensen.

(Students may elect advanced work in painting at the Alpine term as Art 77s.)

AGRONOMY

Professor Martin

51s. Soils. Review of the entire field of soil study. Designed as a foundation course for all students of agriculture, teachers of nature study in grade schools and junior high schools, and for those who desire material to aid them in the solution of problems common to rural communities. M T W Th. Two hours credit.

Any of the courses in agronomy listed in the annual catalogue; namely, 21, 22, 23, 51, 52, 101 and 105, may be taught should there be a demand for them.

ANIMAL HUSBANDRY

Professor Cannon

52s. **Nutrition.**—A study of food materials, their compounds, their digestion, and the various uses to which each is put in the body. The best methods of balancing foods for body well-being and the effects of different diets will be investigated. Alpine term. Daily. Three hours credit.

*81s. **Milk Production and Secretion.**—Evolution of the feeding standards. Methods of preparing feeds and feeding dairy cows. Principles of nutrition and their relation to milk secretion. First term. Three hours credit.

110s. **Research in Nutrition.**—Open to graduates only, major or minor. Designed for students in Animal Husbandry and Home Economics who desire to get acquainted with the problems of nutrition. Time and credit to be arranged.

BOTANY

Professors Cottom, Martin, Garrett; Mr. Dyche

11s. **General Biology.**—A lecture and laboratory course designed for teachers. Fundamentals of structure, physiology, development, adaptations, classification and the relation of biology to human life will be considered, and methods of laboratory study will be emphasized. One lecture daily and two laboratory periods per week. Three hours credit. (See Zoology 11s.) First term. Garrett.

21s. **General Bacteriology.** Lectures and recitations daily in which the fundamental facts of bacteriology are considered, and applications of industrial ec-

onomic, and sanitary importance are made. Three hours credit. First term. Martin and Dyche.

22s. General Bacteriology Laboratory. A laboratory course in general bacteriology designed to accompany Botany 21. Two hours credit. T. Th. F. Martin and Dyche.

52s. Algae. A brief survey of the classes of algae with an intensive study of the common representative types of Timpanogos. Daily. Field work required. Three hours credit. Alpine term. Garrett.

56s. Flora of Timpanogos. This course will include a general survey of the flowering plants of Timpanogos. Students will become independent in using the botanical key. One field trip each week will be required of all members of the class. Three or five hours credit. Alpine term. Garrett.

57s. Plant Ecology. This course will include a study of plants as they grow in nature. Their adaptations in relation to soil and climate will be a special consideration. Lectures daily and one field trip each week. Three hours credit. Alpine term. Cottam.

***80s. Heredity and Eugenics.** A study of the laws of inheritance with their applications to plant and animal breeding and to the human race. Prerequisite, Botany 12, or Zoology 11. Daily. Three hours credit. Alpine term. Cottam.

103s. Field Ecology. Open only to advanced students of Botany. Work ordinarily to be done on regular biological excursions conducted each summer. Four or eight hours credit. First term. Cottam.

CHEMISTRY

Professors Maw and Nicholes; Mr. Greenwood

1as. Elementary General Chemistry. (Lecture) This is an introductory course, intended for students who have not had high school chemistry. The principles and theories of chemistry are considered in connection with the non-metals. It should be taken as a foundation for other sciences and especially for foods and nutrition. Daily. Three hours credit. First term. Maw.

1bs. Elementary General Chemistry. Laboratory. Five days a week. Two hours credit. First term. Maw.

5s. Elemtary Qualitative Analysis. (Laboratory). Study of the metallic elements and qualitative analysis. Two to five hours credit. First term. Maw.

6s. Elementary Quantitave Analysis. Two to five hours credit depending on work done. First term.

7. Elementary Organic Chemistry.—A brief discussion of the carbon compounds. For students of home economics. Five recitations. Three hours credit. Nicholes.

8. Elementary Organic Chemistry.—Laboratory course to accompany chemistry 7. Five afternoons a week. Two hours credit.

51. Principles of Inorganic Chemistry.—Discussion of chemical theories and important generalizations in the field of inorganic chemistry. Four recitations. Two hours credit. Nicholes.

52. Principles of Inorganic Chemistry. Laboratory course. Five periods a week. Two hours credit. Nicholes.

*65s. **Advanced Quantitative Analysis.** (Laboratory). Systematic mineral analysis and volumetric assays. First term. Four days a week. Two hours credit.

CLOTHING AND TEXTILES

Miss Tuckfield

21s. Dressmaking. This course aims to teach the principles of clothing selection and construction. It includes selection of materials, study of commercial patterns, fitting and workmanship. Two dresses to be made by each student. Double periods required. Four times a week. Two hours credit. First term.

52s. Costume Design. This course is a study of art applied to dress, including a brief study of historic costume, the human figure and the study of line and color. Double periods required. Daily. Three hours credit. First term.

ECONOMICS

Professors Hoyt and Lewis

62s. Problems of Management. A study of the more recent and immediate trends in managerial policies and practices as used by executives in the industrial field. A survey will be made of local industries and of their possibilities of expansion and development. Three hours credit. Alpine term. Hoyt.

*79s **Business and Distribution Problems.** A study of the problems arising from the new production and distribution methods which have resulted in the present day large scale production and distribution. Three hours credit. First term. Lewis and Hoyt.

*80s. **Economics.** A surveyy of the economic structure and its special application to present day conditions. Daily. Three hours credit. First Term. Lewis and Hoyt.

*91s. **Economic and Financial History.** A review of the history and development of our economic organization and integration. Three hours credit. Alpine term. Hoyt.

EDUCATIONAL ADMINISTRATION

Professors Nuttall, Merrill, Romney; Associate Professor Sudweeks; Assistant Professor Boyle; Mr. Jensen, Miss Kotter

It is recommened that all students preparing for work in Administration or Supervision take Secondary Teaching 56s, Demonstration in High School Teaching.

5s. **School Organization and Administration.** See Elementary Teaching 5s.

52s - 101s. **Organization and Administration of Secondary Curriculum.** See Secondary Teaching 52s - 101s.

53s. **Organization and Administration of High Schools.** See Secondary Teaching 53s.

56s **Demonstration in High School Teaching.** See Seecondary Teaching 56s.

60s. **Technique of Teaching.** A course for supervisors. See Elementary Teaching 60s.

*70s. **Measurement of High School Teaching.** See Secondary Teaching 70s.

73s. **General Educational Administration.**—A study of the present organization of state, city, county, and rural school systems will be made. The powers and

duties of various school officials, together with an outline of the general problems involved in administering a school system, will form the detailed content of the course. Daily. Three hours credit. First and Alpine terms. Romney, Sudweeks.

*75s. **Educational Supervision.** This course is planned for students preparing to do general, primary, and grammar grade supervision, or to supervise in any special subject such as music or art, and is open to seniors and graduate students. Daily. Three hours credit. First term. Romney.

76s. **Educational Supervision.** This course will deal with the general principles that govern and the technique used by principals and supervisors in administering the work of supervision; also with the professional relationships that should exist between supervisors and teachers. Three hours credit. First term. Nuttall.

*79s. **Statistical Methods.** This course deals with the principles and methods underlying the compilation and interpretation of educational data. Of special value in connection with tests and measurements and in the presentation of the data of education. First term. Daily. Three hours credit. Sudweeks.

80s. **Educational Measurements.** A study of methods of giving tests, tabulating data, interpreting results, statistical treatment, graphical representation of results, and planning remedial teaching. Improvement of the written examination will also be considered. Daily. Three hours credit. First term. Sudweeks.

110s. **Business Management in Public Education.** A course adapted to the needs of graduate students, especially those who have, or are preparing for, admini-

strative responsibilities. The course will be arranged so that each week's work is a unit. Two hours daily, four days a week. Three hours credit. Alpine term. Nuttall.

151s. Educational Supervision. A seminar course open to senior college and graduate students of education who have completed twelve or more quarter hours in Education. Assigned problems and readings. First term. Two hours credit. Time to be arranged. Nuttall.

ELEMENTARY TEACHING

Professors Nuttall and Wilson; Assistant Professors Boyle, Dusenberry, Ollorton; Miss Kotter

1s. Principles of Teaching. This is an introductory course to the study of the problems of teaching. Those principles which will assist the young teacher in thinking out the solution to the problems of aims of teaching, adjusting the school to the community, selection of subject matter, selection of appropriate teaching methods, and determining the results of teaching will be included. Daily. Three hours credit. First term. Wilson.

5s. School Organization and Administration. This course will acquaint beginning teachers with the school as an institution in its relation to the state and the community, and will introduce in an elementary but practical way the problem of school organization including such problems as the place of the superintendent, supervisors, and principal, teachers assignments, the organization of the curriculum, classification of pupils, attendance, physical welfare of pupils, records, reports, etc. Those parts of the Utah school

law with which teachers should be familiar will be carefully studied. Daily. Three hours credit. First term. Boyle.

12s. Elementary Curriculum. This course is a short course in which selected problems concerning the state course of study will be discussed. Students who have had teaching experience will find this course especially suited to their needs. Four days a week. Two hours credit. First term. Ollorton.

21s. Juvenile Literature. A study of literature will be made in a sufficiently detailed way to give a basis for selection, appreciation, and presentation of the best and most suitable material for the elementary school. Graded lists of various types of stories and poems will be completed. Four days a week. First term. Two hours credit. Dusenberry.

60s. The Technique of Teaching. The aims and objectives of education, working conditions, types of learning, and the general technique of elementary school organization, instruction, and control. Intended as a course in the method and management of instruction for those in the elementary field. Emphasis on newer methods for experienced teachers. Daily. Three hours credit. First term. Kotter.

62s. Oral and Silent Reading in Lower Primary Grades. The underlying science of reading, objectives of reading instruction, principles of classification and method; specific aims, materials, and methods for lower prmary grades; measurement, diagnosis, and remedial instruction. Intended as a practical course for teachers of lower primary grades. Four days a week. Two hours credit. First term. Kotter.

64s. Remedial Teaching. This course aims at

helping the teacher with instructing problem cases—groups of pupils passing through the grades without acquiring the fundamental skills. The study will include (a) diagnosis for discovering indivdual difficulties, testing procedure and interpretation; (b) case history; (c) remedial instruction including a survey of newer materials suited to remedial work and methods of instruction adapted to overcoming specific difficulties. This course will cover reading, spelling and arithmetic. The work will parallel the demonstration class. Students will have the opportunity of dealing directly with making diagnosis of the pupils of the demonstration class, and of seeing the instruction adapted to these pupils. Daily. First term. Three hours credit. Ollorton.

65s. Elementary Teaching. This course deals with the most recent developments in the field of methods of teaching in elementary schools, especially with those experiments upon which recent changes in the administration of class room instruction have been based. Alpine term. Two hours. Nuttall.

ENGLISH

Professors Christensen and Reynolds; Assistant Professors Merrill, Welker; Mrs. Carroll, Miss Egbert

1s. Rhetoric and Composition. Themes, exercises, conferences and prescribed reading. Standard required freshman English course. Daily. Three hours credit. First term. Carroll. Alpine term. Egbert.

14s. Grammar. This course will deal with fundamental principles of English grammar, placing emphasis on troublesome features. Daily. Three hours credit. First term. Welker.

17s. American Literature Since 1870. A survey of the field of American literature from 1870 down to contemporary times. Four days a week. Two hours credit. First term. Merrill.

21s. Masterpieces of English Literature. This course deals with outstanding selections in poetry and prose, beginning with Beowulf and including selections from Spenser, Shakespeare, Milton, Wordsworth, Tennyson, Browning, Thackery, Dickens, Poe, Hawthorne, Stevenson, and Kipling. Daily. Three hours credit. Alpine term. Egbert.

62s. Modern European Drama (British.) Daily. Three hours credit. Alpine term. Reynolds.

66s. The Literature of Nature. This course is a study of the masterpieces of English and American literature which deal with nature. Lectures, discussions, conferences, and prescribed reading. Daily. Three hours credit. Alpine term. Merrill.

69s. Milton. A study of the poetry and the more significant prose. The purpose of this course is to make the student familiar with the principal works of Milton. Daily. First term. Three hours credit. Christensen.

76s. Tennyson. A study of the major poems of Tennyson with special emphasis on the analysis of the leading ideas in the poems, the author's attitude toward nature, human nature, the trend of his age, etc. Daily. First term. Three hours credit. Carroll.

77s. Browning. This course or 76 is required of students who elect their major in the English department. Daily. Three hours credit. Alpine term. Reynolds.

85s. Literature of the Bible. Significance of a literary approach to the Bible. Its influence in the development of English literature. Selected readings illustrative of the various types of literature found in the Bible. Daily. Three hours credit. First term. Welker.

***89s. The History of the English Language.** A study of the early forms of the language and of its development to the present time. Problems of standards of correctness and of usage will also be discussed. Three hours credit. First term. Christensen.

FOODS AND NUTRITION

Assistant Professor Warnick; Miss Palfreyman

21s. Food Selection, Preparation and Serving. Prerequisite, Chemistry 1 and 2. Special emphasis is placed on food production. The economy, the palatability, and the proper balance of meals are considered. Four days a week. Three hours credit. First term. Palfreyman.

51s. Large Quantity Cookery. Experience in management of school cafeterias, quantity cookery, marketing, keeping of cafeteria accounts. Prerequisites for students majoring in foods and nutrition, Courses 21, 22, 23, in annual catalogue or equivalent. Daily 10:30-1:30. Three hours credit. First term. Warnick.

GEOLOGY

Associate Professor Hayes; Assistant Professor Hansen

55s. Introductory Geology. (Physical.) A study of land forms, geological structures, disposition or rock-

forming sediments, and the work of winds, water, ice, etc. Lectures daily and five field trips. Three hours credit. First term. Hansen.

56s. Historical and Field Geology. In this course are considered the nature and significance of fossils; statigraphy and the use of fossils in geologic work. Geologic interpretation will be emphasized in the field work. Five lectures and ten hours of field work a week. Three hours credit. Alpine term. Hayes.

100s. Research. Under this course special problems in the field of Geology may be assigned to students prepared to do original work. Hours and credit to be arranged. Credit proportional to amount and quality of work done. Alpine term. Hayes.

HISTORY

Professor Snow; Assistant Professor Romney

***72s. Imperialism and World Politics.** A survey of the economic, industrial and political motives and purposes back of the mad rush of states for colonies and concessions in all parts of the world during the past half-century. The study should reveal primal causes of conflict and war and pave the way for an understanding of the ways of peace. Daily. Three hours credit. Alpine term. Snow.

***82s. History of the West.** In this course specific consideration will be given to the significance of the ever receding frontier in the shapng of American life and in the promotion of the liberalizing elements in our democracy. Daily. Three hours credit. Alpine term. Snow.

***98s. Recent American History.** Problems of

recent American history are studied in this course including such subjects as political, economic, social, constitutional, and administrative questions, with some attention to foreign affairs which have affected American history during this period. Two hours credit. First term. Romney.

HOUSEHOLD ADMINISTRATION

Assistant Professor Warnick; Miss Palfreyman

25s. Household Problems. This course will present the most important problems in the organization and management of the household, including a simple study of the family income and its expenditure. Open to housewives and to students not majoring in Home Economics. Daily. Three hours credit. First term. Palfreyman.

55s. Child Care. This course deals with problems of nutrition and hygiene of the mother, infant, and pre-school child, physical and mental standards of normal development, agencies working for child welfare, home influences, and training of children. Open to housewives and students. For students majoring in Home Economics, Zoology and Entomology 50 should precede or parallel the course. Daily. Three hours credit. First term. Warnick.

MATHEMATICS

Professor Eyring; Associate Professor Marshall

11s. Plane and Spherical Trigonometry. The study of the trigonometric functions of angles and the solution of triangles and the theory and use of logarithms. Field work, including the measuring of heights,

distances, grades, etc., will be emphasized. Daily. Three hours credit. Alpine term. Marshall.

12s. College Algebra. A brief reveiew of high school Algebra; quadratic equations; permutations and combinations; determinants, etc. Daily. Three to five hours credit depending on the amount of work done. First term. Marshall.

13s. Graphical and Statistical Methods. The graphical representation of data, method of averages, measurement of variability, correlation, probable errors, etc. Daily. Three hours credit. First term. Eyring.

101s. Vector Analysis. Fundamental operations of vector analysis and its application to mechanics and other branches of mathematical physics. Daily. Three hours credit. Alpine term. Marshall.

MECHANIC ARTS

Assistant Professor Snell; Mr. Bigelow

Any of the other courses listed in the regular catalogue will be given if the demand justifies.

WOODWORK

11s. Woodwork. Men having no previous training may enter this course and receive training in the use of tools. Attention to individual needs. Four two-hour periods weekly, from 3:00-5:00. Two hours credit. First term. Snell.

51s. Woodwork. This course is designed especially to assist the shop teacher in his individual problems. Part of the time will be used in planning and supervising fundamental processes of hand, tool, and mach-

ine operation. Discussion of shop equipment, materials and management. The steel square and its application to roof framing. Some practical work in concrete will also be done. Four two-hour periods weekly, from 3:00 —5:00. Two hours credit. First term. Snell.

AUTO MECHANICS

11s. Auto Mechanics. This course will deal with the theory and practice of automobile overhauling. Special attention will be given to individual needs. Those wishing to work on their own cars will be directed and assisted. Two sections will be organized if demand justifies it. Four two-hour periods weekly, from 1:00 to 3:00. Two hours credit. First term. Bigelow.

MODERN LANGUAGES

Associate Professor de Jong

French

1s. Elementary French. Easy reading, pronunciation, and the fundamentals of grammar. Two sessions daily. Five hours credit. First term.

German

51s. Advanced German. An intensive study of contemporary German, intended primarily to develop the student's ability to read. Daily. Three hours credit. First term.

MUSIC

THEORY OF MUSIC

Associate Professors Sauer, Robertson; Mr. McAllister

7s. Harmony. Intervals; primary triads; dominant seventh chord; secondary triads; inversions of the foregoing. Daily. Three hours credit. First term. Robertson.

13s. Public School Methods. Materials and methods up to the eighth grade. Special technique of instruction illustrated by lessons in music training. How to use the phonograph in schools. Four days a week. Two hours credit. First term. McAllister.

71s. Band Arranging. A practical course in arranging simple music for band. Designed to aid supervisors and those who teach band work. Three days a week. One hour credit. First term. Sauer.

80s. School Music Supervision. A course designed to prepare music teachers to supervise grades and high school music classes. Outlining of work to be done. Building and conducting of the school orchestra and band. Four days a week. Two hours credit. First term. McAllister.

INSTRUMENTAL MUSIC

Associate Professors Sauer, Robertson; Mr. Hanson, Mr. Nelson, Mr. Fitzroy, Mr. Booth, Mrs. Whetton

1s. Band. Students must be able to play their instruments. Materials used: standard overtures, operatic selections, and miscellaneous military band music. Daily. One hour credit. First term. Sauer.

7s. Orchestra. Students must be able to play

their instruments. Practice in the rendition of instrumental solo and ensemble work for string, reed, brass and percussion instruments. Daily. One hour credit. First term. Robertson.

Piano. 1s-p to 6s-p; 51s-p to 56s-p. Private instruction for beginners, advanced students, and teachers. Fees, time, and credit to be arranged with instructors. Both terms. Hanson. Nelson, Fitzroy, Mrs. Whetten.

Piano School. 1s-p to 6sp; 51s-p to 56s-p. Intensified piano study for beginners or advanced students through daily individual instruction. A practice piano is furnished for a certain number of hours each day. Students having the use of a practice piano outside the school may arrange for private instruction. Credit according to the amount of time spent in preparation and the frequency of instruction. Fees and time to be arranged with instructor. First term. Nelson.

Violin. 1s-p to 6s-p; 51s-p to 56s-p. Private instruction for beginners, advanced students, and teachers. Fees, time, and credit to be arranged with instructors. Both terms. Robertson, Booth.

Wind Instruments. 1s-p to 6s-p; 51s-p to 56s-p. Private instruction for beginners, advanced students, and teachers. Fees, time, and credit to be arranged with instructor. First term. Sauer.

63sp. Piano Pedagogy. Private instruction and group work. Methods of teaching piano, and materials. Fees, time, and credit to be arranged. Hanson, Nelson.

VOCAL MUSIC

Mr. Hanson, Mr. McAllister, Mrs. Packard

Private Vocal Culture. 1s-p to 6s-p. Systematic

instruction in vocal study as evolved from the best methods. One or two hours credit. Both terms. McAllister, Packard.

Male Glee Club. 12s to 18s; 69s to 74s. For students desiring the better forms of music for male voices. Duets, trios, quartets, and ensemble work. All singers eligible. Daily. One hour credit. First term. Hanson.

Ladies Glee Club. 13s to 18s; 69s to 74s. For students desiring the better forms of music for ladies' voices. Part singing in duets, trios, quartets, and other ensemble arrangements. Daily. One hour credit. First term. Hanson.

OFFICE PRACTICE

Mrs. Roberts

21s to 24s. Typewriting. Touch typewriting, according to standard methods. Students may registar for two hours daily and two hours credit. First term. Roberts.

PHYSICAL EDUCATION

Professor Roberts; Assistant Professor Hart; Miss Jeppson

14s. Advanced Physical Education. For both men and women. This course is designed for summer students who have had one year in Physical Education and desire to take more advanced work in the department. This course will include instruction in general physical activities. The work will be recreational in its nature and is specially planned for summer students. Daily. One hour credit. First term. Roberts.

21s. Physical Education for Grade Teachers. This

course is designed to prepare students taking the Normal Training courses for the teaching of gymnastics, games, folk dancing, rhythmic exercises, etc., in the grade schools. Daily. One hour credit. First term. Jeppson.

31s Elementary Natural Dancing. A course in dancing technique. Fundamentals of position and movement. Interpretative and descriptive dances. Daily. One hour credit.

71s. Play and Playground Supervision. This course will deal with the theory and practice of play and playground supervision. A thorough study of the educational, social, physical and hygienic values of play will be made. The play activities of a child's life will be studied and methods of supervising these activities will be taught. Required of all students majoring in Physical Education. Daily. First term. Two hours credit. Jeppson.

93s. Principles of Gymnastic Training. This course will meet the needs of teachers of physical education and athletic coaches who have the responsibility of conducting physical education in high schools and colleges. It will deal with the pedagogy of physical training with emphasis upon methods of building daily programs in physical exercises, directing gymnastic classes, etc. Daily. First term. Two hours credit. Roberts.

92s. Principles of Gymnastic Training. This course will deal with the organization and administration of departments of physical education and athletics in high schools and colleges and the proper balancing of the various activities associated with these departments. This course is designed for physical directors,

school principals, recreational directors, etc. Required of all graduates. Daily. Two hours credit. Roberts.

PHILOSOPHY OF EDUCATION

Professor Wilson; Assistant Professor Boyle

61s. Educational Sociology. This course deals with the social factors which should be given consideration in modern educational theory and practice. Four days a week. Two hours credit. First term. Wilson.

81s. Science of Education. This course should be preceded by work in Psychology. A consideration of the fundamental problems of educational theory and practice; the aims, standards, and content of education. A study of the principles determining educational values. A summary of the psychological investigations that have been made relative to the principal school subjects. The origin and present status of educational theory in the problems of liberal vocational guidance, doctrines of formal discipline and interest. Daily. Three hours credit. First term. Boyle.

PHYSICS

Professor Eyring; Associate Professor Marshall

11s. A Survey of Physics. A careful study of selected topics in elementary physics in which the development of the principles and their applications to the human welfare will be stressed. This course is designed for the non-science student who wishes to obtain some information in this field. M. T. W. Th. Two hours credit. First term. Eyring.

102s. Electron Theory. Conduction of electricity through gases, thermionic and photoelectric phenomena,

electron theory of electric conduction and thermoelectric currents, etc. Daily. Three hours credit. First term. Marshall.

POLITICAL SCIENCE

Assistant Professor Romney

15s. The Constitution of the United States. This course deals with the history and development of the Constitution of the United States. A study is made of its fundamental provisions, their interpretation, and their application in the functioning of the Amercan system of government.

(This course meets the provisions of the law passed by the state legislature in 1923 which requires the teaching of the Constitution of the United States in all pubblic and private schools, and is particularly designed for teachers.)

Daily. Three hours credit. First term.

PSYCHOLOGY

Professor Poulson; Assistant Professor Dusenberry

21. Educational Psychology. This course is designed to present the facts as far as they have been scientifically determined, concerning the nature and development of the mind, with special meaning of these facts as applied to the principles of teaching. An analysis is made of such problems as arise in the curriculum in connection with methods of instruction, management, and guidance. A state requirement for teaching in elementary schools. Daily. Three hours credit. First term. Dusenberry.

***74s. Psychology of Learning.** An advanced

course in an important phase of educational psychology. Rather detailed consideration will be given the experimental literature bearing upon the various principles of economical learning. A state requirement for high school teachers. Prerequisite: An introductory course in psychology. Daily. Three hours credit. Poulson.

*75s. **Psychology of Learning School Subjects.** A study of the laws and conditions of learning in the various school subjects. Each student will be given the opportunity of making a special study of the psychological investigations of the special elementary or secondary-school subject which represents his major interest. Prerequisite: An introductory course in psychology. T. W. Th. F., Two hours credit. Poulson.

*91. **Seminar in Psychology.** Recent and current literature in some one phase of theortical or experimental psychology will be reviewed. Prerequisite: At least ten hours in psychology. Time to be arranged. One hour credit. Poulson.

PUBLIC SPEAKING AND DRAMATIC ART

Mrs. Stewart

PUBLIC SPEAKING

21s. **Interpretation.** Story-telling and miscellaneous readings. T. W. Th. F. Two hours credit. First term.

51s. **Advanced Interpretation.** Shakespeare; Poetry; Classical authors. Play Reading. T. W. Th. F. Two hours credit. First term.

52s. **Body and Voice Technique.** Scientific study of voice; body movements; and gesture. T. W. Th. F. Two hours credit. First term.

RELIGIOUS EDUCATION

Professor Snell

84s. Historical Development of the Religion and Literature of the Hebrews. The origin of the Hebrew people including a comparison of their early literature and religious ideas with those of other ancient peoples. The great writing prophets such as Amos, Hosea, Isiah, Micah, and Jeremiah, in the light of early Hebrew history and thinking and amid the circumstances of their own times, also their influence on later Jewish literature and thought. Origin, authorship, literary form and purpose of many of the Old Testament books. Five hours a week. Three hours credit. First term. Snell.

85s. Beginnings of Christianity. A critical introduction to the history and literature of New Testament times. The world of Hellenism and Judaism in which the Christian movement grew. The work of Jesus and Paul. Emphasis on the Apostolic and post-Apostolic periods in which the New Testament was produced. Origin, purposes, and character of the New Testament books. Five hours a week. Three hours credit. First term. Snell.

SECONDARY TEACHING

Professors Nuttall, Merrill; Associate Professor Sudweeks; Assistant Professor Boyle; Mr. Jensen

All students in Secondary Teaching are advised to register for Secondary Teaching 56s—Demonstrations in High School Teaching.

50s. Science of Education. (See Philosophy of Education 81s.)

52s-101s. Organization and Administration of the Secondary Curriculum. Emphasis will be placed on the

problems of curriculum organization. The recent tendencies in classifying subjects of study and adapting these groups to various high school conditions will be conidered. Graduate students registering for 101s will be expected to do some specially assigned work. Daily. First term. Three hours credit. Merrill.

53s. Organization, Administration, and Teaching in Secondary Schools. Attention will be given to the problems of high school administration. Organization of the faculty, student organization, extra curricula activities and points of community contact will be the main topics considered. Daily, last five weeks. Three hours credit. First term. Jensen.

55s. High School Teaching. In this course attention will be given to some of the recent developments in the technique of teaching on the high school level. The problems in connection with choosing, organizing, and presenting materials for the attainment of specific end products of education will be considered. Students who register for this course should take Secondary Teaching 56s. Three hours credit. First term. M. W. F. Merrill.

56s. Demonstrations in High School Teaching. Open to all students of the summer school. Demonstrations will be conducted every Tuesday and Thursday. In these demonstrations an opportunity will be given to observe the best methods of organizing and presenting subject matter for the attainment of specific end products of training. One hour credit. T. Th. Merrill, Mr. Jensen, and Miss Jensen.

57s. Secondary Classroom Management. Management of high school classes, including such topics as adolescent characteristics, control of physical conditions within the room, classroom procedures, disciplinary

problems, school records, educational guidance and tests and examinations. Daily. Three hours credit. Alpine term. Sudweeks.

62s. Methods of Teaching High School Science. Consideration of such topics as the nature of science, the scientific attitude. Objectives in high school sciences the curricula, types and methods of teaching, equipment, and evaluation of results. Daily. Three hours credit. Alpine term. Sudweeks.

ZOOLOGY AND ENTOMOLOGY

Professors Tanner, Garrett; Dr. Cullimore

11s. General Biology. This course will consist of lectures and laboratory work. Fundamentals of structure, physiology, development, adaptations, classification and the bearing of biology on human life. May be used as Zoology or Botany credit. Daily lectures and two laboratory periods. First term. Three hours credit. Garrett.

20s. Health Education. Designed to meet the state requirements in health education. The early part of the course is devoted to fundamental physiological processes, and upon these as a foundation are based studies of personal hygiene, hygiene of the school child, sanitation of school buildings, and surroundings, public and home sanitation, and recognition of defects in children. Three hours credit. Daily. First term. Dr. Cullimore.

***93s. Field Zoology.** Open only to students majoring or minoring in zoology. Students may make extensive collections of the animals of this state or adjacent states and then make a report on the same. The report and collection must be left with the university. Two or four hours credit each term. Tanner.

95s. Faunistic and Floristic Problems of Utah. Daily. First term. Three hours credit. Garrett.

ALPINE SUMMER SCHOOL

1. Registration—

For those just entering summer school the entrance fee is $20.00

For those who have been in attendance the first term 10.00

The University recommends that students register in Provo at the University before going to Aspen Grove. The Deans of the various colleges will be on hand to assist students with their registration at the University Thursday, July 19.

Those who cannot register in Provo may do so at Aspen Grove.

2. Transportation Provo to Aspen Grove—

The University will furnish transportation, including baggage, up and back to students who board with the institution. Extra trips on week ends, etc., will have to be paid for by the students. Trucks will leave the University for Aspen Grove, Friday July 20, and Sunday, July 22.

Baggage going under the above arrangements must be delivered to the University and checked under an arrangement similar to that used by railroads.

Persons who establish their own camp must provide for their transportation. The University will be glad to put anyone in touch with transportation facilities.

3. Board and Lodging—

The University operates a dining hall and dormitories for men and women. Board and room for the entire term is $55.00.

Students in attendance less than the entire term will be charged $15.00 a week for board and room. Registered students may occupy their cots during the Timpanogos Hike without cost. The regular school accommodations are effective beginning with supper Sunday evening, July 22.
In the dormitories a cot and straw mattress are furnished, but all additional items such as pillows, blankets, towels, soap, etc., must be furnished by the student.

Those who desire to camp during the session must get the written consent of the President's Office. Camping sites will be assigned by Professor H. R. Clark. A camping fee of $5.00 will be charged. Those who intend to camp are advised to provide themselves with adequate camping equipment. Groceries, etc., ,may be purchased from the University commissary.

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4. Laundry, Mail, Etc.—

Students may mail their laundry home or it may be sent to a Provo laundry through the school.
Mail for the students should be addressed to Alpine Summer School, Brigham Young University, Provo, Utah.

11 Walnut Ave